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ABSTRACT

This book contains 43 health, nutrition, and sanitation lesson plans recently translated for use in The Gambia but originally developed by Niger health Peace Corps volunteers. These lessons can be used in a variety of ways in home visits, pre-/post-natal consultations, well-baby clinics, and primary schools. Unlike most traditional health lesson plans which emphasize the lecture method, these Niger lesson plans stimulate and encourage full client participation. Although designed in 1971 for Sahelian countries, these lessons, adapted and modified as appropriate, can potentially serve as a valuable tool for health programs in Francophone Africa today, and perhaps as a guide for materials development in other countries, as well. Included are sections on: (1) antenatal care; (2) childbirth; and (3) home and maternal and child health clinic visits. Appendices provide sample recipes for weaning foods, a nutrition lexicon, and information about complementary proteins. (JMK)

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Health and Sanitation Lessons (Africa)

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AFRICAN HEALTH and SANITATION LESSONS

Adapted from those developed by Peace Corps, Niger

TRANSLATED FROM THE FRENCH BY GRAEME FRELICK

Peace Corps Information Collection and Exchange Reprint Series: No. 27

HEALTH AND SANITATION LESSONS (AFRICA)

The following health, nutrition and sanitation lesson plans recently translated for use in The Gambia were originally developed by Niger health PCVs. These lessons were designed to be used in a variety of ways in home visits, pre/post-natal consultations, well-baby clinics, and primary school. Unlike most traditional health lesson plans which emphasize thé "lecture" method, these Niger lesson plans were designed to stimulate and encourage full participation of the clients. Although designed in 1971 for Sahelian countries, these lessons, adapted and modified as appropriate, can potentially serve as a valuable tool for health programs in Francophone Africa today, and perhaps as a guide for materials development in Latin America and NANEAP, as well.

We would like to encourage your feedback on how useful this pedagogical style is to your setting and program and what revisions you have made or new ideas you have added to make these lesson plans more appropriate for your country's needs.

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AFRICAN HEALTH AND SANITATION LESSONS

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INTRODUCTION

The following are some suggestions for the use of these lessons in the context of a community-based health and sanitation education program:

1. Understanding the concerns of your target group.

   When you start work as a health educator, it will take a long time to become familiar with the people you have set out to "educate". In fact, you will be a student of their language, of their culture, and of how they perceive their needs. At the same time, you will need to establish a dialogue based on trust and respect. Frequent visits and chats will form the basis of your relationship with the people in the communities you serve. This process may take several weeks or months until you reach a good understanding of the people with whom you are forming a dialogue.

2. Identifying the health problems in a community.

   After reaching an understanding of your target group's culture and their perceived needs, you should find them more receptive to your inquiries regarding their health problems. A possible approach may be for you to ask people questions from some of the Health and Sanitation lessons to determine where the emphasis should be when you eventually start using the lessons.

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3. An approach to using the Health and Sanitation Lessons.

After familiarizing yourself with their perceived needs and what you recognize as the health problems of the people in your target villages, you may map out a strategy of the most appropriate sequence of the lessons that you have chosen to use. If you are fortunate enough to have a local counterpart, consult each other closely before coming to an agreement on what is the best approach. Start with lessons that relate closely to the people's perceived needs. Your audience should be responsive to topics that are on their minds. Then move gradually to other lessons that deal with problems you have identified. In doing so, you will have been able to respond to their felt needs and you will foster an awareness of other problems which they had not perceived before.

4. A description of the Health and Sanitation Lesson plans.

These lessons are not meant to be definitive. Nor should you feel that they must be followed to the word. Instead, they may be used as guides and models from which health educators can gain the inspiration to create their own lessons (depending on your health program, a further translation into a local language may be needed if you are to teach it directly, or the English language version can be kept if you have it translated on the spot by your counterpart).

Each lesson is designed to present basic concepts of health and sanitation, using a simple question and answer sequence supplemented by visual aids. This approach is meant to elicit active participation by the target group or person. Each lesson is divided into six sections, as defined below:

A. GOAL:	To describe the aim of the lesson in general terms. Goals should be simple and straightforward.
B. OBJECTIVES:	To enumerate the specific points to be presented. Objectives should be detailed and clearly defined. (See "Preparing Instructional Objectives", available in the Action library.)
C. VISUAL AIDS:	A description and reminder of the posters, pictures and real life objects that should be ready before every lesson.

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D. PRESENTATION: To present the points in the objectives with a question-answer buildup, starting with general and familiar topics, then gradually guiding and narrowing topics down to the specific theme to be introduced. Each buildup begins either with the display of a visual aid and questions relating to the visual aid or by statements or questions, all designed to create an appropriate setting for the buildup to the theme.

E. QUESTIONS: To verify the comprehension of topics covered in the presentation, so as to determine whether the objectives have been reached. If some or several answers are not satisfactory, then those topics should be presented again.

F. SUMMARY: A revision of the points made in the objectives in the educator's own words. An opportunity to make concluding remarks.

When writing new lessons, bear in mind that the goals and objectives should be clear, simple, and precise. It may confuse listeners or detract from important topics if too many concepts are introduced in one lesson.

5. Presentation of a Health and Sanitation Lesson.

A. Introduction

Always greet all listeners and engage in some small talk to create a relaxed atmosphere. Ask about some of their health problems and find out how they intend to solve them. Then, make a gradual transition to your lesson.

B. Eliciting responses

You will hear a variety of responses to both your visual aids and your questions. Many may be far from what you want. It is important not to become discouraged

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or to discourage your listeners by cutting them short. If a response is not relevant, but contains some good ideas, answer "yes, that's also true" and move on to another person. Keep those ideas in mind for discussion and give the person credit for them. If the response is partially relevant, then encourage a short discussion of the ideas, but don't lose sight of the answer you wanted to elicit. However, if the response has no positive value, then don't say anything, and move on to another person who may have a good answer. When a good answer is given, go back to the first person, ask them the same question again (you may rephrase it slightly) or show them the same poster to check whether the point has been understood. Finally, if you are not getting any good responses, then rephrase your question or move on to the next point. In the case of a visual aid that does not elicit the desired response, abandon it to avoid confusion. When you rephrase your questions, be careful to avoid questions that may elicit a "yes" or "no" answer if you want a detailed answer. In many places, people will answer "yes" even if they mean "no", or " I don't understand", sometimes just to please you or because they don't want to admit that they did not understand your question. Start your questions with the following question words if you do not want a "yes" or "no" answer: what, where, when, why, how, who and which.

C. Ensuring full participation in a group presentation.

Here are a few points to keep in mind as you present your lessons:

- Always place yourself where everyone can see you.
- Speak loudly and clearly (this point cannot be overemphasized because you will be competing with crying babies and other distractions).
- Face your audience at all times.
- Be careful not to call on the same people all the time.
- Maintain a good pace to keep your audiences attention. If you slow down or get bogged down in explaining something you may lose part of your audience.
- Make sure people can see your visual aids. Pass them around so that people will have a closer look. Don't forget to collect them later if you want to keep them.

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- Move around the room if you can so that you will have been close to as many people as possible during your lesson.

- Relax and smile often to keep a good rapport with your listeners. They will be irresponsive and tense if you are stiff or nervous in your presentation.

D. Follow-up

At the end of each lesson, take some time out to write down some of the more interesting responses. Attach these notes to your lessons for future reference. Some of the points in the lessons may not have been fully understood, others not at all. New health problems may have come to your attention. You may have to present all or part of a lesson again. A new approach may also be necessary. It is also useful to have a record of responses to share with fellow health educators. These responses may be collected into a report on your project, or included in a critique of Health and Sanitation lessons.

Good luck,

Graeme Frelick

Graeme Frelick
November 18, 1978

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ACKNOWLEDGEMENTS

This collection of Health and Sanitation lesson plans in English has been translated and adapted for use in The Gambia from the Niger French-language materials developed in July and August, 1971. I was primarily responsible for this work during a seven-week contract with Peace Corps in October and November, 1978. However, I very much wish to thank Mrs. Bertha M'Boge, Senior Nurse Superintendent of the Maternal and Child Health program in The Gambian Medical and Health Department, and Ms. Augie Mowchan, Peace Corps Volunteer Nutritionist, for their considerable contributions to my efforts. I met regularly with Mrs. M'Boge during the course of my translation to review all lessons. Some lessons were deleted and others substantially modified in response to the specific situation of The Gambia and to ensure consistency with Medical and Health Department policy. On the whole, however, this English version remains faithful to the French one. Ms. Mowchan also reviewed the lessons and contributed the recipes found in appendix A. It is my hope that these lesson plans will be useful to health and sanitation education programs not only in The Gambia, but also in other Anglophone African countries.

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I. ANTENATAL CARE

LESSON 1: THE IMPORTANCE OF MATERNAL AND CHILD HEALTH CARE CLINICS

GOAL: To make pregnant women aware of the importance of visits to MCH Clinics and what happens during these visits.

OBJECTIVES: At the end of this lesson, pregnant women will be able to list the following:

1. The mid-wife or the nurse knows the period of gestation well and she can monitor the progress of a woman's pregnancy.
2. During prenatal visits the mid-wife or nurse will:
   a. Weigh the pregnant woman to monitor her gains or losses.
   b. Examine her urine to look for albumen.
   c. Check her blood pressure.
   d. Measure the uterus and feel her abdomen to determine what the position of the fetus is and to check other things as well.
   e. Listen to the child's heartbeat.
   f. Check for edema.
   g. Administer immunizations.
   h. Give Health Education talks to groups and individuals.
3. To make sure that the child is developing well during pregnancy and that there will be no problems during childbirth, pregnant women must regularly visit MCH Clinics.

VISUAL AIDS:
- Pregnant women at a MCH Clinic.
- Pregnant woman on a scale.
- Midwife examining urine samples.
- Midwife measuring a pregnant woman's uterus.
- Midwife listening to a child's heartbeat in the womb.
- Nurse administering immunization

PRESENTATION:
- If you have a small baby who brings it to the MCH Clinic?
- If you have a sick child, who brings it to the dispensary or health center?

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PRESENTATION: -Mothers should bring their children to the MCH Clinics. They are primarily responsible for their babies and are in the best position to know and to learn what is good for their children.

-Who is primarily responsible for children?

-Why?

-As soon as possible after the birth (or naming ceremony) mothers should bring their babies to an MCH Clinic so its development can be monitored. If the baby is sick, he should even be brought earlier.

-What about the unborn baby? Who takes care of him?

-Is there a day at MCH Clinics that is set aside for pregnant women and their unborn children?

(Show poster of pregnant women at MCH Clinic.)

-You are here for prenatal care. Every month there are times for visits by pregnant women to MCH Clinics.

-Who, during prenatal visit, is in charge of examining you to check your health and to monitor the progress of your pregnancy?

(Show posters of pregnant woman on a scale, being examined by a mid-wife, mid-wife listening to a child's heartbeat in the womb, examining urine samples and nurse administering immunizations. Ask what is going on in each poster.)

-What are the nurse and mid-wife doing?

-Yes, they are also administering immunizations. Why?

QUESTIONS:

1. Who is at MCH Clinics to handle prenatal visits?
2. What happens during those visits?
3. Why should pregnant women regularly visit MCH Clinics?

SUMMARY: Go over the main points in the objectives.

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LESSON 2: WEIGHT DURING PREGNANCY

GOAL: To make pregnant women aware that weight gains are normal during pregnancy.

OBJECTIVES: At the end of this lesson, women should be able to list the following:

1. To keep track of their weight, pregnant women must visit the Maternal Child Health Clinic on a regular basis.
2. Loss of weight during pregnancy is not good; the same applies to very rapid weight gains. In both cases visits to the MCH Clinic are necessary.
3. Eating little does not help childbirth:
   a. By diminishing the size and weight of the child he will be weakened and more liable to become ill (he will adapt poorly to life outside the womb).
   b. The woman will be weak and will not have enough strength to push during childbirth.

VISUAL AIDS:
- a series of pictures showing the development of the fetus in the uterus.
- baby at childbirth
- one year old child; he has teeth and begins to crawl

PRESENTATION: Ask pregnant women what happens to their children after childbirth. Try to encourage answers in which they say their children will grow and gain weight.

As soon as they respond show them a picture of a baby at childbirth and one of a one-year-old baby.

- Your child grows inside you and continues to grow after he is born. He is small at birth but gradually his teeth grow, he starts to crawl and he eats porridge.
- What is happening to the child you are carrying? Is he growing?

Show and explain pictures showing the development of the fetus in the uterus.

- Every time you visit the MCH Clinic, the mid-wife weighs you. Do you know why?

Verify that they understand why by explaining that when the mid-wife notices you are gaining a normal amount of

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weight, your pregnancy is progressing well. If you are losing weight, then she will know that your child is not developing correctly or you are ill. In the latter case, she will refer you for medical care or treat you.

-Are there women here who believe that if they do not eat much their delivery will be easier because their child will be small?

-In fact, not eating much will make delivery difficult. What does a pregnant woman look like when she does not eat much?

-A thin pregnant woman is therefore weak. Is she strong?

-To give birth does she need strength? Why?

-Therefore, a woman who does not eat much during pregnancy will be weak and will not have enough strength to push her child out when it is born. In addition, the child will be very tired. He may not cry and he may not survive.

-So, it is good to gain weight during pregnancy. A pregnant woman should visit the MCH Clinics on a regular basis so the mid-wife can monitor her weight and give her some advice. She will then be able to find out if her child is developing normally.

QUESTION: 1. Is it normal to gain weight during pregnancy?

2. Is it normal to lose weight during pregnancy?

3. What must pregnant women do if they are losing weight?

4. Why does poor eating make your delivery difficult?

5. What must pregnant women do to find out if they are losing or gaining weight and to keep track of the development of their child?

SUMMARY: Go over the main points in the objectives.

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LESSON 3: DIET DURING PREGNANCY

GOAL: To make pregnant women aware that it is important to eat a wide variety of foods to ensure that their child grows normally. Also, to show them the kinds of food they must eat.

OBJECTIVES: At the end of this lesson, the women should be able to list the following:

1. An unborn baby can only eat what his mother eats. In fact, the food she eats is absorbed into her blood and is passed on to the baby.

2. Pregnant women must not just eat food in quantity, but they must always keep in mind the quality of the food they eat. They should eat foods which are good body builders.

3. If pregnant women eat millet or corn with a meat sauce, green leaves, vegetables and fruit they will have a good diet for themselves and their children.

VISUAL AIDS:
- Two pregnant women (Mariama and Hadi) at the MCH Clinic. Both women look healthy and are wearing similar clothes.
- Mariama at home. She is eating millet.
- Hadi at home. She is eating millet with meat sauce, green leaves and an orange.
- Hadi at the MCH Clinic. She is smiling and healthy
- Mariama at the MCH Clinic. She is skinny and sad.

PRESENTATION: Show poster of the two pregnant women at the MCH Clinic. Ask the following questions:

- Here are Mariama and Hadi. How are they?
- Yes, they are pregnant. There are babies growing in their wombs.
- What does a child need to grow and stay in good health?
- Does the unborn child also need food?
- The unborn baby is fed by what his mother eats. The food she eats is absorbed into her blood and reaches the baby through the placenta and the umbilical cord. If she does not get enough food, she will be weak and she may become ill. If she becomes ill, it will badly affect the health of the unborn baby.

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Show poster of Mariama at home eating millet or pap. Ask these questions:

-Here is Mariama at home. What is she eating?

-Does millet sufficiently nourish a woman and her child?

-Pregnant women must not only watch the quantity but also the quality of food they eat. They must eat good body-building foods-for example, meat, green leaves, vegetables and fruits.

-Will a pregnant woman's child be well fed if she only eats millet or coos pap?

Show poster of Hadi eating millet with meat sauce, green leaves and an orange.

- Here is Hadi. What is she eating?

- If Hadi eats this way every day will her baby be well fed?

Show poster of an unhappy Mariama and a happy Hadi.

- Look at Mariama and Hadi. Which one is happier?

- Why?

- Hadi is happier because she is healthy. She is stronger, more joyful.

- Which one will have a stronger baby? Why ?

QUESTIONS: 1.How does the unborn baby receive his food?

2.What are the important foods a pregnant woman should eat?

3.What is more important; the quantity or the quality of the food?

SUMMARY: Go over the main points in the objectives.

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LESSON 4: WORK DURING PREGNANCY

GOAL: (a) To make pregnant women aware of the dangers of overworking during pregnancy.

(b) To make them aware of how they can organise their time and energy to make their work less burdensome.

OBJECTIVES: At the end of this lesson, pregnant women should be able to list the following:

1. Pregnancy is not an illness. Pregnant women can work, but they must bear in mind that they are carrying a growing child.

2. Pregnant women should decrease their work load and cut down on the following activities:

   a. Walking long distances carrying heavy loads.

   b. Pounding millet, etc.., especially in the early stages of pregnancy.

   c. Riding over long distances in the backs of lorries over bad roads.

   d. Drawing water from very deep wells.

3. Pregnant women can organize their work so that it is less burdensome. They can:

   a. Get together with other women to rent or use a donkey cart to carry their heavy loads.

   b. Ask other women to help pound their millet. Then, pound enough for a week at a time so that they don't have to do it everyday.

   c. Travel as little as possible. If it is necessary, then try to sit in a comfortable place, where the vehicle does not bounce too much.

   d. Ask other women to help carry water. Then, carry enough water to last a long time so as to avoid repeated trips to the well.

VISUAL AIDS: - Pregnant woman cooking (cutting meat).

- Pregnant woman pounding millet.

- Pregnant woman carrying a heavy load of wood.

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- Pregnant woman drawing and carrying water.
- Pregnant women cooking a meal for the family.
- Several women pounding millet together.
- Pregnant woman carrying a small load of
- Pregnant woman asleep.
- Child driving a donkey cart full of wood.
- Several women carrying water.

PRESENTATION: Show poster of pregnant woman cutting meat.

- Here is Sainabou. How is she?
- Is she ill?
- What is she doing? Is she working?
- Pregnancy is not an illness. A pregnant woman can go about her daily chores (such as cooking and washing).
- Although Sainabou is pregnant she is cooking a meal for her family. Otherwise her family will be hungry and unhappy.
- However, pregnant women should cut down on their hardest chores.
- What sort of work should pregnant women cut down on?

As women answer, show posters of a pregnant woman drawing and carrying water, a woman carrying a heavy bundle of wood and a woman pounding millet. If there is no response, then describe what is going on in the posters.

- What is happening to the pregnant woman who is carrying water, pounding millet and carrying a heavy bundle of wood?
- What might happen to a pregnant woman who is very tired?
- To avoid miscarriages, pregnant women should minimize their workload. They should be very careful not to become overtired.
- How can they decrease their workload?

Show poster of several women pounding millet together.

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- If there are other women around they can be asked to help the pregnant woman pound her millet. They should pound enough millet for a week at a time, so she will not have to pound everyday. They can also help her carry enough water for a few days. Show poster of pregnant woman carrying a small load of wood.

- If a pregnant woman must fetch wood let her carry it in small bundles.

- What will happen to her if she carries large bundles?

Show poster of child driving a donkey cart full of wood.

- The pregnant woman should ask other women if they know someone with a donkey cart. When they find someone, they can get together and have the donkey cart carry everybody's wood. If the owner of the cart charges money, then all the women can contribute a bit of money to pay for carrying the wood.

- Since a pregnant woman should avoid becoming very tired, what should she do?

Show poster of woman sleeping and explain that pregnant women need more rest than usual. They must lead a quiet and healthy life to avoid causing problems to their unborn child.

Ask women if they become tired when they make long trips, especially in the backs of lorries. Ask them to compare how they feel after a trip from town "a" to "b" (50 miles apart) or after a trip from "a" to "c" (150 miles apart) or from "c" to "d" (25 miles apart on a very bad road).

-Since pregnant women must avoid bouncing their unborn child around, what else must they avoid?

Explain that long hard trips are hazardous to her health and that of her child.

QUESTIONS: 1. Why should pregnant women decrease their work load?

2. What are some examples of heavy work which they can cut down on?

3. What should pregnant women do to prevent fatigue.

SUMMARY: Go over the main points in the objectives.

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LESSON 5: HYGIENE DURING PREGNANCY

GOAL: To make pregnant women aware that they should adopt some habits to accomodate for the child that is growing inside them and to enhance their personal hygiene and comfort.

OBJECTIVES: At the end of this lesson women should be able to list the following:

1. The clothing of a pregnant woman affects her pregnancy; comfortable clothes promote a healthy pregnancy.
2. Washing thoroughly everyday is very important for a healthy pregnancy. It is also important to keep one's nails short and clean.
3. Camphor balls mixed with groundnut oil is good to get rid of lice.

VISUAL AIDS:
- Pregnant woman with a tight blouse.
- Pregnant woman with a loose and comfortable blouse.
- Pregnant woman bathing.

PRESENTATION: Show poster of a woman in a tight blouse.

- Here is Fatou. How is she?
- What is she wearing?
- Is it good to wear a blouse like that one?
- Why is a tight blouse painful for a pregnant woman?
- Why is a tight blouse not good for you?
- Since you have a child growing inside you, it is bad to wear tight clothes. What other clothes can cause discomfort to a pregnant woman?

Show poster of Fatou in a loose blouse.

- Now Fatou is wearing a more appropriate blouse. Describe it.
- What other clothes should Fatou wear? Are high heeled shoes safe? Why?

Explain that when pregnant women wear bras, they should wear big enough ones so that their breasts will not be squeezed.

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-Now Fatou is well dressed for her pregnancy. She has a loose blouse and comfortable shoes. She wants to have a happy and healthy pregnancy. Now she should think of washing every day.

Show poster of Fatou bathing.
- What is she doing? Why?

- How often should she wash?

- Why does a pregnant woman sweat a lot?

- Women usually have vaginal discharges during pregnancy; therefore, they must always stay very clean. They should also keep their nails short and clean.

- What do long, dirty nails carry?

- They sometimes carry lice. What happens when they get into your hair?

- What is a way for getting rid of lice?

- You mix camphor balls with some groundnut oil, put it in your hair after parting it. Leave it overnight and wash with warm water and soap. Do not mix camphor with kerosene. If there are still some lice left, do it again.

- What is the best way of keeping your hair clean?

- Wash it at least once a week with soap and water and braid it.

QUESTIONS: 1. What kinds of clothes are most appropriate for a pregnant woman?

2. What other precautions should she take? How often should she wash her body? Her hair?

3. How do you get rid of lice?

SUMMARY: Go over the main points in the objectives.

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LESSON 6: DANGER SIGNALS DURING PREGNANCY

GOAL: To make pregnant women aware of danger signals during pregnancy. To encourage them to seek medical attention as soon as these dangers are apparent.

OBJECTIVES: At the end of this lesson, women should be able to list the following:

1. There are problems that occur during pregnancy which may be the signs of an imminent miscarriage:
   a. Vaginal bleeding.
   b. Severe abdominal pain.
   c. Bad backaches.
   d. Very bad headaches.
   e. Unable or difficult to urinate, and abnormal urine.
   f. Exaggerated weight gains.
2. A pregnant woman with these problems must immediately report to a mid-wife.
3. Palpitation (include section)

VISUAL AIDS:
- Pregnant woman with blood on her loin cloth.
- Pregnant woman with a backache.
- Pregnant woman vomiting.
- Pregnant woman clutching at her waist; she is crouching and her face is contorted.
- Pregnant woman being accompanied by a friend to seek medical attention.

PRESENTATION:
- Do you know women who have miscarried?
- What happened just before their miscarriage? What are the signs of an imminent miscarriage?
- Pregnancy is a normal condition but there are problems which can arise. These problems mean that there are abnormal occurences in the development of this pregnancy. The pregnant woman who notices these problems must seek medical attention.

Show posters of the danger signals. Ask the women what each picture represents.

- Problems that can be signs of an imminent miscarriage are:
  a. Vaginal bleeding or discharge.
  b. Severe abdominal pain.
  c. Bad backaches

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d. Very bad headaches.
e. Unable or difficult to urinate and abnormal urine.

Show poster of woman going to the MCH clinic.

- If a pregnant woman notices one of these signs, what must she do?

QUESTIONS: 1. What are alarm signals (or warning signals) which may precede an imminent miscarriage?

2. What must a pregnant woman do when she notices these signs?

SUMMARY: Go over the main points in the objectives.

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LESSON 7: CONSTIPATION DURING PREGNANCY

GOAL: To make pregnant women aware that constipation is very common during pregnancy and how to avoid it so as to be comfortable.

OBJECTIVES: At the end of this lesson, women should be able to list the following:

1a. Constipation is the inability to pass stools.

1b. To avoid constipation, a pregnant woman should include in her diet vegetables, especially green vegetables, and fruit: papayas, oranges, mangoes, pineapples, lemon, bissops and baobab leaves.

2. It is more important to follow a good diet rather than to rely on cures for constipation which can be dangerous.

3. Laxatives, or any pills must not be used as a matter of course. They should only be used when prescribed by competent medical personel.

4. Pregnant women need to drink more clean water than usual to facilitate the passing of body wastes.

VISUAL AIDS:
- A pregnant woman.
- Rice, bananas, and baobab
- Oil, groundnuts, beans.
- Vegetables and fruit: lettuce, oranges, lemons, pineapples, papayas, mangoes, and other greens.

PRESENTATION: Show poster of a pregnant woman.

- Here is a pregnant woman. Did she change her diet during pregnancy?

If the women answer "yes" ask them how and why?

- Are there some foods which she should not eat?
- Again, if the answer is "yes", ask how and why?
- Do pregnant women often have problems when they relieve themselves? What problems do they have?
- What can they do to avoid constipation?
- You know that a woman's body changes during pregnancy. The baby takes up a lot of room and it can put a lot of pressure on a woman's stomach. It is more diffi-

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cult for her stomach to digest food; consequently, pregnant women can easily be constipated. Therefore, they should eat foods that are easy to digest.

-Do you know of any foods that cause constipation?

Show poster of rice and bananas.

- Rice and bananas cause constipation. Do you know of other foods that are difficult to digest?

Show poster of groundnuts, oil and beans.

- Foods that contain a lot of oil are diff. ult to digest. It is best to cut down on them as much as possible during pregnancy.
- The way you eat is also an important consideration! If you eat too much and too fast, food does not go down well. Why?
- We know that the baby takes up a lot of room. Food also takes up a lot of room. If you eat too much at a time, the baby will block the passage of the food. What should you do to avoid that problem?
- There are also some foods that are good for avoiding constipation. What are they?

Show poster of fruits and vegetables.

- To avoid constipation, pregnant women should eat a lot of vegetables and fruits: papayas, oranges, mangoes, lemons, carrots, tomatoes and lettuce.
- When you are constipated, how do you treat it?
- Which is better: to avoid constipation or to treat it all the time?
- During pregnancy, your baby is very delicate. If you take laxative medicine often, it may harm the baby even if it works. You should only take laxatives under doctor's order. You should seek medical attention if you are constipated.

Explain that it is important to drink more water than usual to facilitate the passing of body wastes.

QUESTIONS:

1. Which foods are to be avoided during pregnancy?
2. How should you eat during pregnancy?
3. What foods help you to avoid being constipated?
4. Is it a good idea to take laxative medicine during pregnancy?

SUMMARY: Go over the main points in the objectives.

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LESSON 8: ANEMIA DURING PREGNANCY

GOAL: To make pregnant women aware of the dangers of anemia and to show them what foods are needed to prevent it.

OBJECTIVES: At the end of this lesson, the women should be able to list the following:

1. Anemia is a deficiency of iron in the blood caused by insufficient iron in one's diet. Iron makes the blood red and gives the body energy.
2. An anemic woman is pale, out of breath and weak.
3. An anemic woman does not have enough strength to work or to push at childbirth.
4. To prevent anemia, pregnant women should eat foods that are rich in iron: vegetables, meat (especially liver), eggs, fruit, groundnuts, dried beans, green leaves (netotuo, baobab leaves, etc...)

VISUAL AIDS:
- Woman who is weak and out of breath.
- Woman surrounded by foods that are rich in iron: meat (liver), eggs, vegetables, groundnuts, dried beans, green leaves, fruit.

PRESENTATION
- What should a pregnant woman do to make sure that there is iron in her blood?

Show picture of a pregnant woman surrounded by foods that are rich in iron.

- What are these iron-rich food?
- Are any of them harmful? (here, you may discuss foods that are taboos, such as eggs, raw groundnuts or roasted in the shell --explain that your mother ate these things when she was carrying you and that your friends who are pregnant eat these foods and they are strong and healthy. Their children are born strong and healthy as well.)
- Everyday, pregnant women should eat foods that contain iron.
- Pregnant women who visit MCH Clinics will be sent for treatment if they are anemic. They will also be given advice on what to eat so that she and her baby can be healthy.

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QUESTIONS: 1. What is anemia?

2. Why is it not good for a pregnant woman to be anemic?

3. How can we avoid anemia?

4. What are foods that are rich in iron?

SUMMARY: Go over the main points in the objectives.

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LESSON 9: MALARIA DURING PREGNANCY

GOAL: To make pregnant women aware that malaria, the most common disease in Africa, is one of the most dangerous diseases that threaten pregnant women.

OBJECTIVES: At the end of this lesson, the women should be able to list the following:

1. Sometimes pregnant women are stricken with malaria, which causes anemia and miscarriages.
2. When pregnant women have malaria, they cannot work, they are feverish and tired.
3. They should protect themselves by sleeping under mosquito nets and by keeping mosquitoes away from their house.
4. When a pregnant woman has malaria, she should seek medical attention immediately.

VISUAL AIDS:
- Pregnant woman.
- Pregnant woman with malaria.
- Pregnant woman sleeping under a mosquito net.
- Open jars and broken bottles in a compound.
- Ditch with water in it.
- Boy weeding around a house.

PRESENTATION: Show poster of a pregnant woman.

- Here is a pregnant woman. She, like everyone, is prone to disease. But diseases can be worse for pregnant women because of their condition.
- What are some diseases that pregnant women are prone to?
- Malaria threatens a lot of pregnant women.

Show woman with malaria.

- What are the symptoms of malaria?
- When pregnant women have malaria, they cannot work. They are weak and tired. Their skin is hot and sweating. They feel like vomiting. Their joints are sore and they have a bitter taste in their mouths.
- What is a very serious consequences of malaria for a pregnant woman?
- Malaria weakens you. You will lack energy and blood

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and you will become pale. These weaknesses can cause miscarriages. Since malaria can cause you to be weak and to miscarry, it is more serious in pregnant women than in others.

-Since she might miscarry, what should a pregnant woman do to avoid malaria? What causes malaria?

-Therefore, what should be done to prevent malaria during pregnancy?

Show poster of a mosquito.

- Mosquito bites cause malaria. So, what must be done to avoid them?

Show poster of a pregnant woman under a mosquito net. Ask them to describe what is in the picture.

-Since mosquitoes come out at night, pregnant women should sleep under a mosquito net. If they always sleep under a mosquito net, they will not get bitten. They will not get malaria.

Show poster of open jars and broken bottles.

-Where do mosquitoes lay their eggs?

-Mosquitoes lay their eggs in stagnant water. So, what must be done to fight mosquitoes? (Encourage these answers: we should cover our jars and other water containers; we should pick up and bury old bottles and cans; places where stagnant water is found should be filled in or drained. Then report to the health inspector.)

Show poster of a boy weeding around the house.

-Where do mosquitoes stay during the day?

-What should you do to keep mosquitoes out of your compound?

-Weeds should be removed from the compound so that mosquitoes cannot wait there during the day to come out at night.

-Precautions must be taken against malaria when you are pregnant. During pregnancy a bad case of malaria can cause a miscarriage; anemia or a still birth.

Show poster of women with malaria.

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-What should a pregnant woman do if she has malaria?

-Yes, she should immediately seek medical attention. She should follow the nurse's advice and take her medicine.

QUESTIONS: 1. Why can diseases be very serious in pregnant women?

2. What is one of the most serious diseases that pregnant women are prone to?

3. What are the symptoms of malaria?

4. What can be done to avoid malaria?

5. What must be done when malaria strikes?

SUMMARY: Go over main points in objectives.

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LESSON 10: VENEREAL DISEASES: GONORRHEA

GOAL: To make pregnant women aware that gonorrhea is serious because it affects their organs and it can have serious repercussions on both them and their children.

OBJECTIVES: At the end of this lesson, the women should be able to list the following:

1. Gonorrhea is a disease which affect. your sexual organs. It is transmitted by sexual contact with someone who already has it.
2. Gonorrheal infection can cause serious eye disease in the new born child. This disease can be one cause of blindness in young children.
3. Gonorrhea can lead to sterility.
4. Gonorrhea is sometimes noticeable due to a thick white or yellow discharge and by a burning sensation when you urinate.
5. Gonorrhea is in many cases not at all noticeable.
6. The symptoms of gonorrhea are not as noticeable 10 to 15 days after sexual contact has been made.
7. Sometimes, a little sore is noticeable on the inside of your thighs.
8. Treatment is very simple and effective. You should immediately go to seek medical attention and advise your male partner to go as well. You should also go if your male partner finds that he has gonorrhea whether or not you notice that you have any symptoms.

VISUAL AIDS: -Sad woman (Sira) with her blind child. He is weak, he has a runny nose. The child is eight years old.

-Pregnant woman (Hadi) with her three children.

-Pregnant woman (Hadi) at the MCH Clinic. She is talking with a mid-wife.

PRESENTATION: Show poster of Sira with her blind child.

-Here's Sira. She has an only child, Abdou, who is blind. When Sira was pregnant, she saw a thick white pus discharge on her loin cloth. Also she felt some pain when she urinated. But since she did not feel much pain and because her symptoms disappeared after two weeks she did nothing about it. She did not seek

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medical attention to see whether or not she had gonorrhea or some other infection. She thought this was due to her pregnancy.

-When her son was delivered he came out blind because he had caught his mother 's disease. Sira has not been pregnant since Abdou's birth. She can no longer have children. Gonorrhea has destroyed her reproductive organs.

-Why did Sira give birth to a blind child?

-Why can she no longer become pregnant?

Show poster of Hadi and her three children.

-Here is her friend Hadi and her three children. Hadi is pregnant. She regularly visits the MCH Clinic.

Show poster of Hadi talking to a mid-wife.

-Here is Hadi talking to a mid-wife at an MCH Clinic. When the mid-wife asks her if she has been in good health since her last visit, Hadi answers that she noticed a thick white discharge on her loin cloth a few weeks ago. In addition, she has had a burning sensation when she urinates, especially during the past week. The mid-wife examines her and finds out that Hadi has gonorrhea. She refers her for medical treatment.

-Sira and Hadi both had gonorrhea. What are the symptoms of gonorrhea that they noticed?

-Do the symptoms of gonorrhea remain visible for a long time?

Again, show poster of Hadi and the mid-wife.

-Even though Hadi noticed that the discharge of pus had ceased she knew that it was important to tell the mid-wife about it. She remembers what happened to her friend Sira when she did not pay attention to the warning signs of gonorrhea.

Show poster of Hadi and her children.

-Since Hadi reported her case to competent medical personnel for treatment, she no longer has gonorrhea. She knows that she will give birth to several more healthy children.

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-How do you get gonorrhea?

-Gonorrhea is passed on during sexual contact with someone who already has the disease. Men suffer from painful urination and sometimes have sores. Men know when they have gonorrhea. But women sometimes do not notice it when they have caught gonorrhea. Sometimes it is not very apparent; you can see or feel a sore near the vagina but it is not always visible and the discharge stops after a few days. But the disease is still there.

- If a woman notices that she has gonorrhea, she should tell her husband about it so they can both seek medical attention. He should also be treated.

- As soon as the mid-wife noticed that Hadi has gonorrhea she referred her for medical attention. She also told her to have her husband come for treatment. The mid-wife knows that gonorrhea is dangerous for a pregnant woman. If it is not treated, she may give birth to a blind child. It is possible that she may no longer have children because gonorrhea can destroy her reproductive organs.

QUESTIONS:

1. What is gonorrhea? What are the symptoms of gonorrhea?
2. If a pregnant woman has gonorrhea what can happen to her child?
3. What should a pregnant woman do if she has gonorrhea?
4. Is gonorrhea always noticeable?

SUMMARY: Review main points in the objectives.

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LESSON 11: VENERAL DISEASES: SYPHILIS

GOAL: To make pregnant women aware that syphilis is a contagious disease that is transmitted through sexual contacts and that it can cause their children to be permanently debilitated.

OBJECTIVES: At the end of this lesson, the women should be able to list the following:

1. A few days after sexual contact is made with a person who has syphilis a small sore appears on or near the genitals and/or on the inside of the thighs.
2. This sore may disappear even without any treatment, but the disease progresses on through different stages.
3. A mother can catch syphilis before or during pregnancy.
4. Syphilis is one cause of miscarriages and stillborns.
5. A woman with syphilis can give birth to a retarded child or one that has congenital syphilis.
6. Syphilis is nothing to be ashamed of. It can be cured by competent medical personnel.

VISUAL AIDS:
-Sad woman at a Health Center.
-Man and woman going into a house.
-Woman with lesions due to syphilis.
-Child with congenital syphilis.
-Man and woman going to seek medical attention.

PRESENTATION: Show poster of sad woman.

-Here is Isatou. She has just given birth to a child. But why is she sad?

-She is sad because her child was stillborn. Ever since she has been married, she has either miscarried or has had stillborn babies.

-Do you know why she may have problems with her pregnancies and childbirths?

- The problem may be because she has syphilis.

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-Syphilis is a contagious disease that is one cause of repeated miscarriages and stillborn children.

-How did Isatou get syphilis?

Show poster of man and woman going into a house.

-Men and women catch syphilis by having sexual contact with someone who already has the disease.

-For a long time Isatou did not know that her husband once had syphilis. When he noticed that he had it he went to get treatment but he did not bring his wife. So, Isatou did not know that she had syphilis and did not receive any treatment for it. As a result, she still has syphilis.

-Where do sores appear on the body?

-Gradually explain where the sores can be found as you show posters or pictures of infected people.

-Sores can be found in the pubic area or inside the thighs. Mothers can become infected before or during pregnancy. Sores can disappear even when not treated. However, the disease continues to spread in different stages.

Show poster of child with congenital syphilis.

-Syphilis does not only cause miscarriages and stillborns. Here is a child born with syphilis. He was born with syphilis because his mother had it.

Show poster of man and woman waiting to receive treatment.

-This disease is nothing to be ashamed of. It can be cured by correctly applied treatment at a medical center. But remember that it is important for both man and his wife to receive treatment. It will do no good to treat one and not the other.

QUESTIONS:

1. What is syphilis? What are its symptoms?
2. Is the disease over when the sores disappear?
3. What can happen to the child of a woman with syphilis?
4. Do you easily know whether or not you have syphilis?
5. What should you do if you have syphilis?

SUMMARY: Go over main points in the objectives.

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II CHILDBIRTH

LESSON I: CARE OF THE UMBILICAL CORD

GOAL: To make mothers aware that the spot where the umbilical cord is severed requires special care to avoid infections and tetanus of the newborn, which can kill newborn babies.

OBJECTIVES: At the end of this lesson, the mothers should be able to list the following:

1. The umbilical cord links the child to his mother in the uterus.

2. After birth, the cord must be cleaned, tied and cut; then one should clean it every day until it falls off, leaving a scar.

3. The umbilical wound is an open door through which germs can enter the body of a child.

4. Any dirt that comes in contact with the umbilical wound may contain tetanus spores. The symptoms of tetanus are high fever, inability to suck and convulsions. It often leads to the child's death.

5. The umbilical wound should be protected by a bandage to prevent infection or umbilical tetanus. This bandage should be replaced every day until the cord has scarred over.

VISUAL AIDS:
- Child in the uterus connected to his mother by his umbilical cord.
- Cord being cut between the tied sections.
- Child whose umbilical cord has fallen and scarred over.
- Child with tetanus; he is feverish, unable to suck.
- Child with clean bandage on his cord.

PRESENTATION: Show poster of child in the uterus. Explain what it is and how the child is connected to his mother during pregnancy.

- It is through the umbilical cord that the child eats, breathes and gets rid of body wastes when he is in his mother's womb. The cord is a passage. But, when he is born, his body is capable of taking care of itself. It no longer needs to be connected to his mother.
- What does the mid-wife do as soon as a child is born?

Show poster explaining how to cut the umbilical cord.

- When the baby is born, two knots are tied, one about 10 cm. from the child, the other a bit further. It is then cut between the two knots with sterilized scissors or a clean blade if delivered at home. Usually, the cord falls off after a few days, leaving a wound which will scar.

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PRESENTATION (cont'd):

Show poster of scarred umbilical cord.

- What is a newborn child like?
- A newborn child is very delicate. His body is open to all kinds of diseases and infections that are just looking for an opening to attack the baby. The umbilical cord can serve as an entrance way for infections. How?
- If the wound is exposed and not kept clean and dry the cord can easily become infected because dirt penetrates easily.

Show poster of child with tetanus.

- Have you ever seen newborn babies who have very high fevers a few days after birth, who cannot suck, who have convulsions and die in spite of all the care that is given when these problems are noticed?
- These children have neonatal tetanus. Most children die..
- How can a newborn baby catch this disease?
- Tetanus comes in dirt which finds a doorway to a child's body when it comes in contact with the umbilical wound.
- How can we avoid umbilical tetanus and infections in a newborn child?

Show poster of baby with clean dry bandage on his umbilical wound.

- Tetanus and other infections can be avoided if the cord is properly cut, cleaned and bandaged.
- This clean bandage must be changed every day by a traditional birth attendant, a mid-wife or a nurse until scarring is complete.
- If the wound is cleaned and if the bandage keeps dirt out, tetanus will find the passage closed and the newborn child will be protected.

QUESTIONS:

1. What purpose does an umbilical cord serve before birth?
2. How should an umbilical cord be cut at birth?
3. How do diseases like tetanus or infections find their way into the body of a newborn child?
4. What should be done to protect a baby from tetanus and other infections?

SUMMARY: Go over the main points in the objectives.

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LESSON 2: BREAST HYGIENE

GOAL: To make mothers aware of the rules for breast hygiene in pregnant and lactating women.

OBJECTIVES: At the end of this lesson, the mothers should be able to list the following:

1. Breast feeding is the best way to feed a newborn baby; breast milk is clean, economical, practical, and made just for a baby.

2. Breasts must be kept very clean to avoid digestive diseases in a baby.

3. To prevent clogging and infection of their breasts, a woman should wash and wipe her breasts with a clean cloth before and after each feeding. She should also alternate between one breast and the other every time she breast feeds and make sure her breast is completely empty after feeding.

4. If her breasts are engorged, a woman should try to make the milk come out by hand.

VISUAL AIDS: Baby sucking at his mother's breast.

- Woman washing her breasts before and after each feeding.
- Woman with engorged and swollen breasts.
- Woman emptying milk from her breasts by hand.

LESSON PLAN: Show poster of baby sucking.

- Here's Adama. What is she doing?
- Mother's milk is the baby's first food. It is made especially for him. Breast feeding has a lot of advantages. What are they?
- Is mother's milk expensive?
- Can breast milk spoil?
- Breast feeding is practical economical and clean.
- Can the milk spoil before entering a baby's mouth?

PRESENTATION:- When a mother works, or even when she is not, what comes out of her skin?

- What sticks to sweat?
- What does dirt carry?
- If a woman whose breast is covered with sweat and dirt gives it to her baby what may happen to the baby?

Show poster of woman washing her breasts before and after feeding.

- What should be done to remove dirt and sweat before feeding your baby?

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PRESENTATION (cont'd):

- Lactating breasts are very prone to infection. If a woman does not wash dirt and sweat from her breasts, what may happen?
- Can a woman with infected breasts nurse her child?
- But she must continue to breast feed, or else the infection may get worse.
- What happens to breasts when the baby has not sucked for several days? Will there be any milk?

Show the same poster again.

- What should you do then, to prevent infections?

Show poster of women with engorged breasts.

- Here's Adama. What is wrong with her?
- When breasts are too full, they become engorged, painful and swollen. Breasts may become engorged when the baby is ill and cannot suck or if a mother always uses the same breast and never empties the other one. Breasts can also become clogged when the child is weaned because he is no longer sucking, milk is still produced after a few days, even if the baby isn't sucking.

Show poster of the method used to empty breasts by hand. Explain how it is done. Tell them that the milk that has been extracted can be collected in a cup and given to the baby.

- You should empty your breasts until they hurt a bit less; then, the child can feed some more.
- How can a nursing mother prevent her breasts from getting clogged up?

QUESTIONS:

1. What are the advantages of breast feeding?
2. Why is it important to wash and wipe breasts with a clean towel before and after each feeding?
3. What should you do when your breasts become clogged?
4. How can women keep their breasts from clogging?

SUMMARY: Go over the main points in the objectives.

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LESSON 3: NUTRITION FOR THE NURSING MOTHER

GOAL: To make mothers aware that they should have a varied and balanced diet, especially when they are nursing their babies.

OBJECTIVES: At the end of this lesson, the mothers should be able to list the following:

1. Babies are nourished by their mother's milk after being born.
2. The quantity of this milk depends on a mother's diet, which should be varied and balanced.
3. A varied and balanced diet is also important to strengthen the rest of a nursing mother's body.
4. If a nursing mother's body becomes weak, then she may become ill. She should eat well to avoid becoming weak and ill.

VISUAL AIDS:

- Baby sucking his mother's breast.
- Woman (Adama) eating millet or porridge. She is skinny and malnourished. Her breasts are not producing an adequate supply of milk.
- Woman (Hadi) eating millet with a meat sauce and green leaves. She is healthy. Her breasts are full and milk is being produced in good supply.
- Meat, fish, green leaves, vegetables, fruit, milk, millet, etc.

PRESENTATION: Show poster of woman nursing her baby.

- What is this child doing?
- Where does the milk come from?
- An unborn child is fed through the placenta and the umbilical cord. A newborn child is also fed by his mother - her milk this time. This milk comes from her breasts. Food that she eats is absorbed into her blood. It gives her the strength to stay healthy while her body is working hard to produce milk.

Show poster of Adama eating millet or porridge.

- Here's Adama. What does she look like?
- Does she have any milk?
- If she has too little milk, what will happen to her child?
- What is Adama eating?
- Is millet or porridge enough to keep Adama strong and healthy while she feeds her child?

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PRESENTATION (cont'd)

- A nursing mother should watch not only the quantity but especially the quality of the food she eats. She should eat food to strengthen her body because it is working hard to produce good milk. She should eat meat, fish, green vegetables and other vegetables, fruit, milk and other similar fluid foods when they are available.
- If she only eats millet or coos pap will she remain strong while she is nursing her child?

Show poster of Hadi. She is healthy. She is eating millet with a meat sauce, green leaves and an orange.

- Here's Hadi. What does she look like?
- Does she have milk?
- How will her child be??
- What is Hadi eating?
- If Hadi eats like this everyday will she be strong enough to stay healthy while she is nursing?

Show poster of foods or actual sample of foods she should eat.

- What foods should a mother eat to stay healthy while she is nursing.

QUESTIONS:

1. How is a newborn baby fed?
2. What do you need to make sure there is enough milk?
3. What food should a nursing mother eat to stay strong and healthy?

SUMMARY: Go over the main points in the objectives.

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III HOME AND MATERNAL AND CHILD HEALTH CLINIC (MCH) VISITS

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LESSON 1: THE DISPENSARY:

WHY AND WHEN TO BRING A SICK CHILD TO SEEK MEDICAL ATTENTION

GOAL: To make mothers aware of how important it is to bring their children to a dispensary, health centre or M.C.H. Clinic when they notice the first signs of an illness.

OBJECTIVES: At the end of this lesson, mothers will be able to list the following:

1. When a child is sick, his parents should immediately seek medical attention for him; otherwise, his condition may worsen. He may start losing weight and may die.

2. Medical personnel know how to diagnose illnesses that can kill and what medicine is necessary to treat people for illnesses.

3. Parents should give a detailed explanation of their children's symptoms in order to help medical personnel to diagnose the illness correctly and prescribe the necessary medicine.

4. When a treatment is prescribed, it should be closely followed, even if it means coming back to a dispensary every day until a child has completely recovered.

VISUAL AIDS:
- Nurse at a medical centre
- Child with conjunctivitis
- Child with a cold
- Child with diarrhea
- Child with worms in his stool
- Child with cuts
- Child vomiting
- Child with an ear infection (otitis)
- Skinny child
- Smiling, healthy child
- Child with a fever

PRESENTATION: Show poster of child with diarrhea.

- Here's Yusafa. How is he?

- What is wrong with Yusafa?

- Yusafa has diarrhea. He also has a fever. If he does not receive treatment soon, he will start losing weight. If this problem continues, he may

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PRESENTATION (cont'd):

even die. Therefore, his mother should immediately take him to a place where he can receive medical attention.

Show poster of a nurse at a Health Centre.

- Yusufa's mother noticed that he had diarrhea and a fever. She reported immediately to the nearest Health Centre.

- The nurse asked Yusufa's mother what was wrong with him. She answered that Yusufa had diarrhea. The nurse then asked whether this was all that was wrong with the child. The mother answered 'yes'.

Show poster of Yusufa with diarrhea.

- What is wrong with Yusufa?

- Does he only have diarrhea?

- No, he also has a fever.

- What did the nurse ask Yusufa's mother?

- What did she answer?

- What should she have said?

- His mother should tell the nurse that Yusufa has both diarrhea and a fever. If she forgets to tell the nurse that he also has a fever, then the nurse may only give him medicine for diarrhea. Poor Yusufa will still have a fever. He may die because his mother did not describe all of his symptoms to the nurse.

Show posters of other sick children. As each poster is displayed, ask mothers what illness the child is suffering from. Explain to them that if their children show any of these signs, they must seek medical attention at once. They should then describe everything that is wrong with the child. They should not just say 'he is sick'.

- What should a mother do to make sure her child recovers completely from an illness?

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PRESENTATION (cont'd): - She should carefully follow the nurse's instructions. If the nurse says so, then the mother should return every day until her child is all better. Also, when medicine is prescribed, she should give her child the full dosage required.

QUESTIONS: 1. If your child is sick, what should you do right away? Why?

2. Once at the Health Centre, what should you do to help the nurse diagnose your child's illness?

3. What should you bring as well?

4. What should you then do to make sure your child recovers completely?

SUMMARY: Go over the main points in the objectives.

LESSON 2: HOW TO MONITOR A CHILD'S GROWTH AND HEALTH:

The importance of going regularly to the baby clinic.

GOAL: To make mothers aware of the importance of going regularly to the baby clinic. To explain the curves on the weight chart, and why weighing and measuring are done.

OBJECTIVES: At the end of this lesson, mothers should be able to list the following:

1. When a baby is well fed and in good health he grows and gains weight regularly.

2. To make sure that her baby is gaining weight normally, the mother should regularly go to the baby clinic to have her child weighed.

3. Weight curves indicate a baby's growth pattern

4. If her child is not growing normally, the mother will be referred to a dispensary or a health centre for treatment if the loss of weight is due to disease.

VISUAL AIDS: - Mid-wife weighing a baby on a scale.
- Child's health and weight record card.
- Maternal and Child Health referral card.

PRESENTATION: - What does your child do when he is sick?

- When he is sick does he feel like eating?

- So, if your child is healthy and well fed, what should happen to him?

Show poster of mid-wife weighing a baby on a scale.

- Here is a mid-wife. What is she doing? Why?

Explain that babies should be weighed regularly to see if they are gaining weight. (Explain that another way of monitoring growth is to measure the baby.)

Show them the health and weight record. Explain the weight curves and how a steady rise shows that the baby's weight is increasing, and that downward curve indicates a decrease in weight. Also, explain the importance of keeping this record dry by keeping it in its plastic cover.

PRESENTATION (cont'd):

Tell the mothers that they should ask the mid-wife how their child is doing and to look at her chart to see whether the curve is going up or down.

- If your child's weight stays the same or if he loses weight, what will you do?

- You should seek medical attention to find out whether the loss of weight is due to an illness or to a poor diet.

Show poster of mid-wife weighing a baby on a scale.

- Where do you go to have your baby weighed?

- How often do you go to have your baby weighed?

Tell them how important it is to go every time that they are supposed to (once a month, usually) and, most importantly, if the child is ill.

- What will happen if you do not go regularly to the MCH Clinic?

QUESTIONS:

1. How does a baby look when he is well-fed and healthy?

2. What must you do to see whether your child's weight is increasing?

3. If your child's weight stays the same or decreases, what must you do?

4. Where should you take your baby on a regular basis?

SUMMARY: Go over the main points in the objectives.

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LESSON 3: KEEPING YOUR COMPOUND CLEAN

GOAL:
a) To make women aware of the importance of a clean environment around their children.
b) To show them what steps should be taken to make sure their compounds are clean.

OBJECTIVES: At the end of this lesson, the mothers should be able to list the following:

1. Your health begins with a clean house.

2. A child in a clean environment is less likely to be sick then a child in a dirty environment.

3. A dirty house attracts flies, mosquitoes and other insects. Dirt also carries germs that cause disease.

4. A mother should take the following steps to make sure her compound is clean:
   a) Sweep the compound every day;
   b) wash and put away pots and other kitchen utensils;
   c) cover water jars and keep them clean;
   d) tie up animals and clean their litter or dung;
   e) throw out and burn your garbage far from the compound; bury old cans;
   f) fill up holes and other places where water can stagnate;
   g) build, use and maintain latrines;
   h) build, use and maintain incinerators.

VISUAL AIDS:
- Well-kept compounds (broken down in several sections, in which above steps are illustrated)
- a sad and skinny child sitting on the ground in a dirty compound
- smiling and healthy child sitting on a mat in a clean compound

PRESENTATION: Show posters and/or pictures of a poorly kept compound:

1. An unswept compound
2. Kitchen utensils lying on the ground
3. Domestic animals walking around the compound, relieving themselves everywhere
4. Garbage piling up in a corner of a compound, and right outside a compound
5. Puddles inside and outside a compound.

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PRESENTATION
(cont'd) :Have the women identify each problem. Discuss ways in which a compound can be kept clean. Then, show poster of a sad child sitting on the ground in a dirty compound.

Show posters and/or pictures of a clean compound. All the improper aspects of the first series of posters have been corrected. Discuss each one with the women, advising them to keep their compounds clean. Then, show poster of a smiling child sitting on a mat in a clean compound.

- Why is it best to have a clean compound?

- Do you prefer to live in a clean or a dirty house? Why?

- Where do you find a lot of flies?

- Why? What attracts flies? What do they like?

- Why are flies dangerous?

- Does a clean person prefer to live in a dirty house? Why not?

QUESTIONS: 1. What is the basis of good health in a compound?

2. What can happen to a child who lives in a dirty environment?

3. Why is a dirty compound dangerous?

4. Give me a few examples of the steps a woman must take to keep her compound clean.

SUMMARY: Go over the main points in the objectives.

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LESSON 4A: PERSONAL HYGIENE :

The importance of washing your body well.

GOAL: To make mothers aware of what their skin is like and why they should wash their bodies well.

OBJECTIVES: At the end of this lesson, the mothers will be able to list the following:

1. Your skin has little holes in it through which sweat comes.
2. Dirt sticking to sweat causes skin to become dirty fast.
3. Dirt carries germs that can cause disease.
4. We should wash every day with clean water and soap.
5. We should wash our hair at least once a week to avoid lice.
6. We should brush our teeth every day with a chewing stick or toothbrush and toothpaste.

VISUAL AIDS: - white paper
- a magnifying glass (if possible)
- child with lice in his hair
- several chewing sticks, a toothbrush and toothpaste.

PRESENTATION:- Look at your body? Where is your skin?

- Do you find it on your feet? Your nose? Your mouth? Legs? Arms? Chest?

- Skin is all over your body. Now look closely at the skin on the b of your hands and arms. What do you see? What does your skin look like? (help with a magnifying glass, if available.)

- What comes out of these little holes?

- When does sweat come out? When does your body get dirty?

Rub a piece of paper on your forehead and nose. Ask a woman to do the same. Then show everyone the pieces of paper.

- What do you see?

- Where does this grease come from?

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PRESENTATION (cont'd):

- What else do you see?

- So, we all see that dirt sticks easily to your skin.

- What does dirt carry?

- Since germs can cause disease, what must we do to remove them from our bodies?

- Yes, we must wash everyday, All of us, men, women and children.

- What should we wash with?

- What else does dirt carry?

Show poster of child with lice in his hair. Ask what is in his hair.

- Dirt also carries lice. They get into your hair. They can cause infections and make you anemic by sucking your blood.

- What should you do to avoid lice?

- You should wash your hair with soap every week. You should also clean your nails carefully. Dirty nails can carry lice and other germs.

- Why should you clean your nails regularly?

- What other parts of your body to you need to keep clean?

- You need to keep your teeth clean. If you don't then food and germs will stay on your teeth and spoil them.

- What should you brush your teeth with?

- A toothbrush and toothpaste are fine. Chewing sticks are also very good. Whether you use one or the other, you should brush your teeth very carefully.

Demonstrate the proper use of a chewing stick by thoroughly brushing your teeth in front of them. Pass around some chewing sticks and ask them to do the same. Also, show them the proper way to clean your teeth with a brush if that is what they use.

- How often should you brush your teeth?

- Twice a day or after every meal.

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QUESTIONS:

1. What comes through the little holes in your skin?
2. What sticks to your skin?
3. What does dirt carry?
4. What should we do to remove dirt from our bodies?
5. With what do we remove dirt from our bodies?
6. How can we keep from getting lice?
7. What is the proper way to clean your teeth?
8. Why do you clean your teeth?

SUMMARY: Go over the main points in the objectives.

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LESSON 4^B: PERSONAL HYGIENE :

Washing your body.

GOAL: To make women aware of how dirty their children become and how they should be washed everyday.

OBJECTIVES: At the end of this lesson, mothers should be able to list the following:

1. Children get dirty when they play, when they eat, when they are carried on their mother's back and when they are sick (they have diarrhea, they vomit, their noses run etc.).

2. A small child cannot wash himself. It is his mother's duty to wash him.

3. Mothers should use a cloth & soap to remove dirt and sweat without irritating their child's soft skin.

4. Since children cannot keep themselves clean, they need to be washed every day.

VISUAL AIDS:
- Dirty child playing on the ground.
- Child eating and getting dirty.
- Sweating child on his mother's back. She is pounding millet.
- Child vomiting.
- Cloth and soap.
- Sponge (or whatever is used to clean children).
- Water

PRESENTATION:
- We all know that we get dirty during the day when we work and sweat. But little children do not work. Do they always stay clean?

- If children do not work, how do they get dirty?

Show different posters of children as the women answer. If they don't, then show them one by one to elicit answers.

- What should you do when your child is dirty?

- Yes, you should wash him because he cannot wash himself.

- How do you wash your child? What do you use?

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PRESENTATION (cont'd):

If the woman uses a piece of cloth, tell her it is good. If she uses something that is too rough for her child's skin, tell her not to rub too hard because it will irritate his skin.

- Look at and touch your skin and your child's. What is the difference?

If what is used locally to wash is too rough, then explain that since a child's skin is so much softer than yours, it is preferable to use cloth.

- What should you use to wash your child?

- After a baby is washed, will he stay clean?

- If he gets dirty every day, then what should you do every day?

QUESTIONS:

1. How do children get dirty during the day?

2. What should you do if your child is dirty?

3. What should you wash him with?

4. When should you wash your child?

SUMMARY: Go over the main points in the objectives.

N.B.: You will find that most mothers already know how to wash their children properly. Just make sure that:

1. The mother washes her child in a place that is not too cold.

2. She uses warm water (preferably).

3. She starts by washing the child's face when the water is still clean.

4. She does not clean her child's ears with hard or pointed objects.

5. She washes him with a cloth or something that does not irritate his soft skin.

6. She dries her child.

7. She places her clean child on a mat and not on the bare ground.

8. She avoids using too much soap whem washing her baby's face.

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LESSON 4C: PERSONAL HYGIENE :

Why and how to wash clothes with clean water and soap.

GOAL: To make mothers aware of how important it is to wash their children's dirty clothes and that the best way to do it is with clean water and soap.

OBJECTIVES: At the end of this lesson, mothers should be able to list the following:

1. A baby's clothes get dirty fast when he plays on the ground, when he eats, when he is carried on his mother's back, when he relieves himself or when he is sick.

2. Dirty clothes smell bad, irritate a child's skin and are unsightly. They are also bad for your health.

3. When clothes are dirty, they should be washed with clean water and soap, dried outside and ir ned.

VISUAL AIDS:
- Child playing (with a shirt on) on the ground.
- Child vomiting.
- Child eating.
- Child (with underpants on) relieving himself.
- Clean shirt.
- Dirty shirt.

PRESENTATION:
- We know that a child's body gets dirty during the day and when he plays on the ground, when he eats, when he is carried on his mother's back (he perspires and urinates), when he relieves himself and when he is sick.

- When your child wears a shirt or shorts, do they get dirty fast?

Show posters of a child playing on the ground, vomiting, etc. As you show these posters ask mother how he is getting his clothes dirty.

- As you say, your child's body and clothes get dirty during the day.

- Is it good for a child to stay dirty? Why not?

- What does dirt carry?

- Are germs harmful to children? What can they cause?

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PRESENTATION (cont'd)

- So what do you do when your child is dirty?

- And if his clothes are dirty, what do you do?

- Your child's skin is very soft and sensitive. If you wash him and put him on your back using a dirty cloth what will it do to him?

- Yes, dirty clothes can irritate a baby's skin, or clothes that are wet due to sweat or urine.

Show both the clean and dirty shirts. Ask which one is nicer to look at. Ask which one they would put on their child after washing him.

- How do you get dirty clothes clean?

- With what should you wash them?

After washing them will you put them on your child right away?

- Why not? What does the sun do? What does ironing do?

Demonstrate how to wash a baby's cotton clothes:

1. Soak them in cold water.

2. Wash them well with soap.

3. Rinse them thoroughly to remove allthe soap (it is an irritant).

4. Dry them in the sun on a line (not on the ground).

5. Iron them.

QUESTIONS:

1. How do babies' clothes get dirty?

2. Why is it bad to wear dirty clothes?

3. When should clothes be washed?

4. With what should clothes be washed?

SUMMARY: Go over the main points in the objectives.

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LESSON 4^D: PERSONAL HYGIENE :

Why and how to clothe a baby.

GOAL: To make mothers aware of how important it is to dress their baby correctly according to the season.

OBJECTIVES: At the end of this lesson, mothers should be able to list the following:

1. Babies are like adults when it comes to eating, drinking and clothing.

2. Babies should be well clothed when it is cold.

3. Mothers should dress their children with at least a shirt, cover them well at night and put a second cloth around them when they are being carried on their mother's back.

4. If mothers do not clothe their children properly when it is cold, their children will catch cold. They might also get a cough or tonsilitis. These in turn may lead to serious complications.

VISUAL AIDS:
- Well covered child sleeping.
- Child wrapped in two loin cloths on his mother's back.
- Naked children playing in the cold weather.
- Same children but clothed.

PRESENTATION:
- What do you do when your baby is hungry?

- What do you do when your baby is thirsty?

- What do you do when he is cold?

Just like adults, your child gets hungry and thirsty. He needs food and water. He also knows when he is cold, and he needs to be clothed and protected from cold weather.

- When you are cold, what do you do?

- When your child is cold, what should you do?

- When you are cold you cover your shoulders. When your child is cold you should at least cover his shoulders and his head and feet if possible. When it is cold at night, how do you protect yourself?

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PRESENTATION (cont'd):

Show poster of well covered child sleeping.

- What do you do for your child when it is cold at night?

- Your child needs the same protection that you do. What do you wear during the day when it is cold outside.

- Do you do the same for your child? Why?

Show poster of child being carried on a woman's back.

- If you carry your child when it is cold, you should protect him. You should put a second loin cloth around him to cover his back well, put a hat on his head but don't cover his face completely. He will then be well protected from the wind. If you do not have enough clothes to protect your child from the cold, then it is better to keep him in the house than it is for him to catch cold outside.

Show poster of naked children playing outside.

- Here are some children playing outside. Are they protected from the wind? What will happen to them?

Show poster of well clothed children.

- How should they be dressed?

QUESTIONS:

1. Can your child catch cold?

2. How should you dress him when he is cold?

3. How should you protect the child you carry on your back when it is cold?

4. What will happen to a child if he is not properly dressed when it is cold?

SUMMARY: Go over the main points in the objectives.

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LESSON 4D: PERSONAL HYGIENE

Your hands: disease carriers.

GOAL: To make women aware that their hands and their children's get dirty fast; they can carry germs that cause disease. Also, to show them how to avoid spreading disease with their hands.

OBJECTIVES: At the end of this lesson, mothers should be able to list the following:

1. Women get their hands dirty when they sweep their compound, work in the fields or vegetable garden, fetch water, go to the bathroom, touch other people's hands and wipe off children's noses.

2. Their children get their hands dirty playing on the ground and touching dirty objects.

3. Dirty hands carry germs that can enter your body and make you sick.

4. To avoid spreading germs and therefore disease, mothers should wash their hands with clean water and soap before cooking and serving food to their children. They should wash their children's hands frequently because they have a tendency to put them in their mouths. They should always wash their hands before they eat and keep their nails short.

VISUAL AIDS: - A bowl, clean water and soap.

PRESENTATION: Ask the women to look first at their hands and then at their children's hands. Ask them if they are clean or dirty. If they say they are clean, then ask how their hands can get dirty during the day.

If they say they are dirty, ask them how they became dirty.

- Is it good to have dirty hands? Why not?

- What do dirty hands carry? What does dirt carry?

- Have you seen children playing on the ground and putting their hands in their mouth?

- Is this a good habit?

- Have you ever put your fingers in your child's mouth?

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PRESENTATION (cont'd):

- If your hands are dirty and you put them in your child's mouth, what might you be putting in there as well?

- If your hands are dirty and you slip your fingers in the baby's food before feeding him, what might happen?

- If germs enter his body, what will happen to him?

- A small baby is delicate and he can easily get sick. He does not know what is good or bad for his health. It is your duty to keep a constant look out for his well-being.

- What should you do so as not to make your child sick?

- How should hands be washed?

Ask a woman to come and wash her hands with you twice. Ask her to wash her child's hands as well. Show her how dirty the water is.

- When should you wash your hands?

QUESTIONS:

1. How do you get your hands dirty?

2. How do your children's hands get dirty?

3. What do dirty hands carry?

4. What should you do to avoid spreading disease to your child with dirty hands?

SUMMARY: Go over the main points in the objectives.

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LESSON 5A: FEEDING AND WEANING :

The advantages of breast feeding.

GOAL: To make women aware that breast feeding is the best way to start feeding a baby.

OBJECTIVES: At the end of this lesson, mothers should be able to list the following:

1. Breast feeding is economical. Mother's milk is made for babies. It does not need to be bought. The more a baby sucks, the more milk there will be provided if the mother eats properly.

2. It is simple and easy. This milk is always prepared, ready to drink.

3. It is clean. This milk goes directly from the breast to the child; therefore, there is little risk of an infection if the breasts are often washed.

4. It is good. This milk contains vitamins and other nutrients that contribute to normal growth. During the first days following childbirth the milk is especially rich in protective nutrients. It helps digestion and the passing of the first stools.

5. If a mother has any problems with lactation she should immediately seek medical attention.

VISUAL AIDS: - Mother breast feeding her child.
- Mother bottle feeding her child.

PRESENTATION: Show poster of a mother (Ma) breast feeding her child. Ask what she is doing.
Show poster of another mother (Aminata) bottle feeding her child. Ask what she is doing.

- What is the best way to feed a baby?

If the answer is breast feeding, agree. If the answer is bottle feeding, do not say anything but continue the lesson.

- When you breast feed a child, what should you do to have enough milk all the time?

- But when you bottle feed, what do you need to do every time the baby is hungry?

- How can bottle feeding be dangerous for a baby?

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PRESENTATION (cont'd):

- When a baby sucks at the breast, milk goes directly from the breast to the mouth. No dirt gets into the milk if the breasts are clean. Will the child get sick?

- Breast milk is full of things that are necessary for growth. It is there especially for the baby.

Show both posters again.

- Here's Ma. She started breast feeding her child the day after his birth. She knows that the first milk is good for her child; it is rich and full of things that protect the baby. It helps digestion and the first passing of stools. Ma has continued to breast feed her child for the past 6 months. Now he is strong, happy and healthy. He is ready to eat pap.

- Did she spend any money?

- Did she have to work hard to produce milk?

- Did she pass on any germs to her child?

- Look at Aminata. She decided to bottle feed her child. She had enough milk in her breasts, but she thought that bottle feeding was better than breast feeding.

- Look at her child after 6 months. He is always sick because of germs that the milk carries from the bottle to his body. Aminata spent a lot of money on milk. She also wasted a lot of time preparing milk. When she was short of milk, she put more water in the preparation and her baby did not get enough good milk. Also, when she was tired, the baby did not eat. Now he is frail and he cries a lot. He is always hungry.

- Do you want a child like Ma's? What should you do then?

- Some women may need to go to the clinic to learn how they can increase their milk supply.

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QUESTIONS: 1. Why is mother's milk the best way to feed a baby?

2. What problems does bottle-feeding cause?

SUMMARY: Go over the main points in the objectives.

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LESSON 5B: FEEDING AND WEANING :

What is good weaning?

GOAL: To introduce mothers to the proper way children should be weaned.

OBJECTIVES: At the end of this lesson, mothers should be able to list the following:

1. Good weaning means introducing varied foods gradually to supplement mother's milk. It also means preparing a child to adapt himself to a proper diet.

2. A child who has not been accustommed to a gradual introduction of varied foods will not accept them easily if they are suddenly substituted for mother's milk. As a result, he will be hungry, weak and exposed to diseases.

3. As early as when the baby is four months old, the mother will, with a great deal of patience, help her child to acquire a taste for the new foods she gives him.

VISUAL AIDS:
- Musa breast feeding (he is one year old).
- Musa no longer breast feeding. He is eating adult's food (he is 2 years old).

PRESENTATION:
- Here's Musa. He is one year old. What is he doing?
- Here is Musa at two years. He no longer breast feeds. His mother no longer wants to breast feed him. She is tired. What do you call it when a mother stops breast feeding her child?
- Do you have a child that has already been weaned?
- Why and when is he weaned?
- Where does he live when he is being weaned?
- How is he when he is being weaned? Why?
- Why is he hungry? He gets food, doesn't he?
- Is this the first time that he eats adult's food?
- If he knows this food well, he will eat and be satisfied. Will he be hungry then?
- How can he get to know this food before he is weaned?

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PRESENTATION (cont'd):

- What should you do to prepare him for this food?

- Weaning starts long before you no longer breast feed your child. You should teach him to eat new foods little by little, until he is accustomed to it. If he is familiar with this food when you stop breast feeding him, he will be satisfied with it. If you suddenly introduce this food when he stops breast feeding, he will not want to eat it. He will cry, lose weight and become sick very easily. If it is gradually introduced, he will run very little risk of becoming weak and sick.

- Will he learn quickly how to eat?

- He does not get quickly used to eating. You should start early to give him enough time. You should make sure there is enough of a variety of foods for him during the year before he stops breast feeding. Start giving him food as of the fourth month. So, when you stop breast feeding him he will eat without any problems. Weaning cannot be done abruptly; it takes time. Weaning actually starts when you are preparing your child for the day when you will no longer breast feed him. It continues until he is happy eating the foods that everyone else eats.

QUESTIONS:

1. What is weaning?

2. What happens to a child who has not been well prepared for new foods when he stops breast feeding?

3. How can a mother prepare her child for this moment?

4. If weaning means preparing a child for the day when he no longer breast feeds, when should you start preparing him so as to have good results?

SUMMARY: Go over the main points in the objectives.

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LESSON 5C: FEEDING AND WEANING :

THE DANGERS OF POOR WEANING

GOAL: To make women aware of the dangers of poor weaning, either by doing it too early or too abruptly.

OBJECTIVES: At the end of this lesson, mothers should be able to list the following:

1. If weaning is too abrupt or too early, the child will be frail and sickly. He will be liable to be badly affected by disease like the measles.

2. Poor weaning can cause malnutrition, which can lead to kwashiorkor and marasmus.

3. A poorly weaned child is often sad and requires constant attention from his mother who is already very busy with her housework.

VISUAL AIDS: - Sad and malnourished child.
- Child with measles.

PRESENTATION: - We have learned that weaning must be gradual. What happens if you stop breast feeding too fast without having helped your child to adapt to his new food?

Show poster of malnourished child.

- Maimuna is 14 months old. She only drinks her mother's milk. She is weak and not growing well. Her mother gave her millet with a hot sauce to start. Since Maimuna has never eaten before, she refuses to eat. But then, her mother forces her to eat a bit. But Maimuna is not used to it, so she vomits and has diarrhea.

Show poster of child with the measles.

- One day Maimuna caught the measles. She was so weak that her body could not fight it. She was completely exhausted. She finally died. Poor child!

- Her mother's friends told her that Maimuna was not strong enough, that she should have been given food earlier. Her mother finally understood. She vowed that if she had another child, she would give him pap earlier so that he may grow up well.

QUESTIONS: 1. If your child is weaned too early and abruptly, what will happen to him?

2. If the child is too weak and gets sick, what might easily happen?

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LESSON 5D: FEEDING AND WEANING :

The diet of a baby from 0 to 3 months.

GOAL: To make mothers aware of the best way to feed a newborn baby.

OBJECTIVES: At the end of this lesson, mothers will be able to list the following:

1. Mother's milk is the best food for a baby right after childbirth. This milk is very rich and the baby digests it easily.

2. To make milk come up after birth, the baby must suck to stimulate the breasts.

3. After three months the mother can start to give her baby pap and boiled water. The pap could then be enriched with groundnuts and milk at the age of four months.

VISUAL AIDS:

- Mother breast feeding her newborn.

PRESENTATION:

- Do your breasts get bigger during pregnancy? Why?

- After birth do you breast feed your child immediately? Why?

- But do you give him something to drink? Why?

- What do you give him?

- All children are hungry, even newborn babies. God gave you milk especially to feed your child so he can grow up and be healthy.

- If you do not breast feed your child, your milk will not come fast. Your breasts need to know that the child is there and that he is hungry.

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PRESENTATION (cont'd)

Show poster of woman breast feeding her child.

- The milk comes faster if the baby sucks.

- What is the color of a baby's first stool?

- Yes, it is black bec se he has been fed through the placenta. Milk is needed in the first few days to flush out the black stool.

Show poster of mother spoon feeding boiled water to her 3 months old.

- How old is the child now?

- Has he grown?

- Does he need to drink more and more milk? hy?

- Can he drink anything else besides milk?

- Yes, he can drink boiled water and small quantities of pap. The pap can be gradually enriched with groundnuts as he nears his fourth or fifth month.

QUESTIONS:

1. What is the best food for a baby during his first days?

2. What do you need to do to make your milk come up faster?

3. When your child is 4 months old what can you start giving him?

SUMMARY: Go over the main points on the objectives.

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LESSON 5: FEEDING AND WEANING :

The diet of a baby from 4 to 8 months.

GOAL: To make mothers aware that they need to continue to breast feed and at the same time supplement their milk when their child is four months old.

OBJECTIVES: At the end of this lesson, mothers should be able to list the following:

1. To start weaning correctly, mothers should start introducing other things besides mother's milk. They can give their children pap with groundnut and milk (see recipe in Appendix).

2. Around four months, mother's milk alone is no longer enough. The child is growing and becomes more active. Therefore, he needs more food.

3. Around three or four months, mothers should have started giving their babies millet porridge. It should be introduced in small quantities and given on a regular basis. Groundnut paste should be added to the pap as soon as possible.

VISUAL AIDS:
- 4 months old child starting to crawl -- 4 moons are drawn under him.
- 4 months old child being spoon fed by his mother
- Fat child with a few teeth - he smiles and crawls - draw 7 moons under him.

PRESENTATION: Show poster of 4 month old starting to crawl.

- Here's a poster of a child. Look at the moons drawn over his head. Each moon represents a month in a child's life.

- How old is this child? (or how many months old is he?)

- What is he trying to do?

- Will he be able to do it - from one day to the next?

- A child slowly learns how to walk, until he is used to it and has the strength to do it without falling down.

Show poster of child eating

- Here's Musa. How old is he?

- What is his mother doing?

- Can a 4 month old child eat anything?

- Can he walk?

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PRESENTATION (cont'd)

- Must he learn slowly?

- Your child does not learn how to walk right away. Also, he does not start eating just any kind of food from one day to the next. He needs to learn slowly and gently, so that he will accept it and do it without any problems.

- If you come to my compound and you don't know the food will you eat it right away without hesitating?

- The same goes for your child. If he starts to get used to the food now, slowly, gently, will you have problems with his weaning?

- Why?

- If your child has no teeth, what kind of food can you give him?

- Until the age of 4 months, a baby drinks only milk, then, what can he start drinking?

- Why is it necessary to give him food at the age of 4 to 5 months?

- When you break fast, what do you eat? Why?

- It is important to do something similar for a child. Give him something that will satisfy his hunger, but not in large quantities. An infant cannot eat a lot, only small quantities.

- It is best to give the child a well cooked pap. A Child's stomach is delicate, like his skin. Foods like millet, when they are sticky and not sufficiently cooked, can give him a stomach ache and diarrhea.

- When you start giving your child pap, you should do it slowly. Give it to him in small quantities everyday.

- If you stay at my house, and I give you food the first day and none the next, will you be hungry?

- So your child will also be hungry if you do not feed him pap everyday.

- If your child refuses to eat, you should be very patient with him.

- Try to help him eat without forcing him.

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PRESENTATION (cont'd):

- Show poster of fat child crawling.

- Look at Musa. How old is he?

- Musa is more active now. He is growing and his teeth are coming out. He needs more food. Now milk alone is no longer enough. He is not a small baby anymore. His mother gives him pap with millet, groundnut paste, milk and sugar.

- Just as he learns how to walk little by little, so he learns to eat little by little. Pap with coos, groundnut paste, milk and sugar is good during this period. Musa is happy. He eats well. His mother was very patient and now he is used to eating food.

(Arrange for cooking demonstration with individual women. Make sure they have all the proper ingredients and utensils)

QUESTIONS:

1. To start weaning correctly, at what age should you start giving your child something else besides for milk?

2. Why is mother's milk no longer sufficient for your child?

3. What kind of food should you start introducing to your child towards the fourth month? the sixth month?

SUMMARY: Go over the main points in the objectives.

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LESSON 5F: FEEDING AND WEANING :

The diet of a baby from 9 months to 1 year.

GOAL: To make mothers aware of the need to continue to breastfeed and to vary their children's diets when they are between 10 months and one year.

OBJECTIVES: At the end of this lesson, mothers should be able to list the following:

1. Just like adults, children are not happy when they always have to eat the same things.
2. A varied diet is necessary if the child is to grow well.
3. As of 10 months, children are able to eat several different kinds of food if they are well prepared.
4. Children must know these foods if they are to be weaned without any problems.

VISUAL AIDS:
- Child eating pap - 5 moons under him.
- Bigger child with teeth - 9 moons under him.
- All foods available in the country or region.
- Child standing -- 12 moons under him.

PRESENTATION; Show poster of child eating pap at 5 months.

- Here's Musa. What is he doing?
- How old was he when he started eating pap?

Show same child at 9 months

- Here's Musa now. How old is he?
- Until now he has only had milk, and pap; would you be happy if you only ate these things?
- Musa is not happy either. Now when you give him pap, he turns it down. He is always hungry.
- What should we do? What other foods can he eat?
- Does he have teeth to chew food with?
- Food should be well pounded and cooked so the child can swallow it easily.

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PRESENTATION (cont'd):

Show poster of foods which are available in the country or region. Have them identify each one: rice, maize, millet, sorghum, cassava, yams, beans, pumpkin, tomatoes, onions, baobab leaves, okra, carrots, lemons, pineapples, bananas, meat, fish, etc.

- If you only eat pap and milk do you have enough strength to work?

- No, because your body needs several different kinds of food to give you strength and keep you in good health. A child's body has the same needs as an adult's.

- Look at Musa now. He has grown a lot, hasn't he?

- Now mother's milk alone no longer suffices. If a child does not get all the necessary foods to give him strength, will he learn quickly how to crawl? How to walk?

Show poster of same child at 12 months.

- Here is Musa again. How old is he now?

Ever since he was 9 months old he has been gradually eating more varied foods. Now he likes nearly everything.

- When his mother finally stops breast feeding him, will he have problems? Why not?

QUESTIONS:

1. Does your child like to eat the same food all the time?

2. At what age can you start to vary his diet?

3. What are the different foods that he can eat?

4. Why should he get used to several different types of food?

5. What must you continue to do while adding new foods?

SUMMARY: Go over the main points in the objectives.

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LESSON 5[G] FEEDING AND WEANING

The diet of a child one year and over

GOAL: To make mothers aware that children should share the family meal when they are one year old, but that it is their responsibility to make sure he gets enough good food for him, including his mother's milk.

OBJECTIVES: At the end of this lesson, mothers should be able to list the following:

1. By the time he is one year old a child who eats well should be able to stand up. He will soon walk unaided.
2. The child should partake in the family meal. He should be given his own bowl and eat at his own speed.
3. His mother should make sure that he receives a sufficient quantity and that it is varied. He needs to eat three solid meals everyday. She should continue to breastfeed him too.
4. The child should not eat sauces that have a lot of red pepper.

VISUAL AIDS:
- Healthy one year old child (12 moons), standing and walking alone.
- Skinny one year old sitting
- Family eating around a bowl, a sad and skinny child not eating.
- Mother giving her child a separate bowl, healthy and happy child
- Red pepper
- Child with a full bowl in front of him, but crying and not eating.

PRESENTATION: Show poster of healthy one year old child
- How old is this child?
- What is he doing?
- Yes, he is standing without any help from his mother.

Show poster of skinny one year old sitting
- How old is this child?
- Why can't he walk?

Show both posters side by side
- What is the difference between these two children?
- Why is the one child skinny? Do you want a child like this?
- If you want your child to learn quickly how to walk, what can you do?
- What does the healthy child eat?
- Can he share the family meal?

If the answer is no, ask the following questions:
- How many teeth does a one year old have?
- So, can't he eat like grown-ups?

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PRESENTATION: (cont'd)

If a woman has a child that is one year old or a few months older, ask her if he shares the family meal.

Show poster of family eating.

- What is happening in this poster?
- Why is the child so skinny?
- Why does he not get enough food?
- Even if a child shares the family meal, he may not get enough to eat.
- Who should help this child?
- What can she do for him?

Show poster of woman giving her child a separate bowl.

- Yes, it is the mother's job to take care of her child, to see that he eats properly.
- What meats and vegetables do you put in your sauce? Do you put them in there everyday?

Explain that it is good to have a variety of meats and vegetables to make a sauce nutritious.

- What else do you put in a sauce besides meats and vegetables?

Show them the red pepper

- Can your child eat hot pepper by itself?
- Why not?

Show poster of child with a full bowl in front of him, but he is not eating and he's crying.

- Why is he crying?
- Why is he not eating?
- Why does he not like the food?
- If you were this child's mother, what would you do?
- Some children do not like hot pepper. It burns their mouths and stomachs. Also, it is not good for them. Just like their skin, their stomachs are tender.

-Are there some foods your child will not eat?

-If the answer is yes, tell them that they should put this food in front of him. He can take some with his hands. If he does not want it, tell her to try a little later. Maybe he is not hungry. She should not drop it just because he turned it down the first time.

QUESTIONS:

1. At what age can a child who eats well stand up and walk alone?
2. When he is one year old can he eat all that an adult eats? Can he take his meal in the same way?
3. Who should see that a child eats enough good and varied food?
4. What one thing do adults eat in their stew which is not good for children?
5. Give me names of other recommended foods for children of one year or more?

SUMMARY: Go over them main points in the objectives.

BEST COPY AVAILABLE

LESSON 6A: PROPER DISPOSAL OF BODY WASTES AND GARBAGE?

Flies: disease carriers.

GOAL: To make listeners aware that flies carry diseases and to tell them what steps should be taken to keep flies from contaminating food.

OBJECTIVES: At the end of this lesson, listeners should be able to list the following:

1. Flies pick up germs in human and other wastes.
2. They then carry these germs everywhere they go, leaving them on your food, among other things.
3. If we eat this food, we will become sick.
4. To protect food from flies, it should be covered until you are ready to eat it.

VISUAL AIDS:
- Garbage dump with all sorts of wastes; flies are buzzing everywhere.
- a cut out fly
- Uncovered food
- Family eating food that has been left uncovered
- Sick family
- Well covered food.

PRESENTATION: Show poster of dump. Put the cut out fly on it.

- Here is a garbage dump. What do you see there?
- What are these flies doing in the garbage?
- What else do you find in garbage?
- Do flies always stay in dumps? Where else do they go?
- What do they carry into your food?

Show poster with bowls of uncovered food. Tell them to identify each object. Point out the flies.

- Where do these flies come from?
- What are they leaving on this food?
- This fly was buzzing around and landing on garbage and body wastes. Now it is landing on this food. It is dropping germs onto it by urinating and dropping pieces of dirt.
- What is this food like now?
- Show poster of family eating contaminated food.
- What is this family doing?
- What will happen to them?

Show poster of sick family.

-Here is the same family. The mother has stomach pains, the father is vomiting and the little girl has diarrhea.

-Is it possible to kill all the flies?

- What can we do then?

Show poster of covered food. Put the cut out fly on it.

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- Here is the same fly that came from the dump. But all the bowls are covered, so the fly cannot land on the food. It will go away - there is nothing to stay for, nothing to eat.

QUESTIONS:

1. What do flies pick up in garbage and body wastes?
2. Where do they deposit these germs?
3. What will happen to us if we eat contaminated food?
4. What can we do to protect ourselves and our food from flies?

SUMMARY: Go over the main points in the objectives.

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LESSON 6B: PROPER DISPOSAL OF BODY WASTES AND GARBAGE

How to combat flies

GOAL: To make listeners aware of the means at their disposal that they can use to keep flies away.

OBJECTIVES: At the end of this lesson, listeners will be able to list the folliwng:

1. It is not possible to destroy all flies, but they can be fought.
2. To control a fly's habitat, we need to build and use latrines, burn garbage, fence in animals and clean their living area.
3. If there is no latrine, dig a small hole and cover your stool with sand.

VISUAL AIDS:
-Young child relieving himself on the ground. He has diarrhea; flies are landing on his stool.
-Latrine with a well-covered hole.
-Dump with garbage burning
-Some domestic animals well fenced in.
-Woman covering her stool with sand.

PRESENTATION: Show poster of child relieving himself on the ground.

-Where do flies live?

-What do they eat?

-If they do not eat, what will happen to them?

-Is it possible to kill all the flies that we see around us?

-Why should we combat flies?

As the following questions are asked, show posters of a latrine, a burned garbage dump, and domestic animals fenced in.

- How can we get rid of at least a few flies?

- How can we starve them and destroy their living places?

Show poster of woman relieving herself in the bush, then covering her stool with sand. Ask what she is doing. Explain that even with no latrine, she should cover her stool to hide them from flies.

- If we do all of this what will happen to the flies around us?

QUESTIONS: 1. Is it possible to kill all the flies around us?

2. How can we combat flies?

Go over the main points in the objectives.

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LESSON 6C — PROPER DISPOSAL OF BODY WASTES AND GARBAGE

Protect your food

GOAL: To make listeners aware of the ways in which proper food hygiene can be observed.

OBJECTIVES: At the end of this lesson, listeners will be able to list the following:

1. We should wash our hands with soap and water before either cooking or eating food especially after relieving ourselves.
2. Food should always be protected from flies and dirt.
3. Food should always be cooked and served in bowls that have been washed and dried off the ground.
4. Skins of fruits and vegetables should always be first washed, then peeled.

VISUAL AIDS:
-Bowl with a cover
-Mango
-Basin with clean water
-Poster of bowls and pots laid out on a table
-Basin with water, soap, and a towel.

PRESENTATION: How do women in the market spread out their produce?

- Is the food always well covered?
- How does food get soiled at the market?
- What do you sometimes find on sweet rolls bought in the market?
- How can food become soiled in your compound?
- Is soiled food good to eat? Why not?
- What does dirt carry?
- If your child eats a sweet roll that is covered with dirt, what might happen to him?
- If your child eats a sweet roll with dirty hands, he will soil it. Then what will happen?
- What should your child do before eating? What should your entire family do before eating? What should you do before cooking?

Ask one of your listeners to come and wash her hands with you. Mention that although your hands may look clean, they are in fact dirty.

- What should you do to protect your food?
- We should only use dishes that have been washed and dried away from the ground.

Show poster of clean bowls and pots laid out on a table or in a corner away from the children and dirt, but not on the ground.

~~-Raw fruits and vegetables should be well washed and peeled.~~

Ask them to help wash and peel a mango (or another similar fruit). Explain that mangoes fall on the ground which is soiled by fecal matter.

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If any of them sell produce in the market, ask them:

-How will you sell your produce in the market so that they will not be covered with dirt and flies?

-How should we select the food we will eat at the market?

QUESTIONS:

1. How does food become soiled?

2. How can we keep our food from becoming soiled?

3. How should we choose food when we eat at the market? How can we protect the food we sell?

SUMMARY: Go over the main points in the objectives.

BEST COPY AVAILABLE

LESSON 7A: CONSEQUENCES OF THE IMPROPER DISPOSAL OF BODY WASTES

Diarrhea: how it spreads and how to avoid it

GOAL: To make listeners aware of how diarrhea is spread and how to avoid it.

OBJECTIVES: At the end of this lesson, listeners will be able to list the following:

1. The stool of a person with diarrhea carries the germs of that disease.
2. If a healthy person comes in contact with the terms from this stool through either water, food or dirty hands, he will probably have diarrhea.
3. The following steps should be taken to prevent intestinal diseases:
   a. build and use latrines
   b. wash your hands with soap and water before and after relieving yourself.
   c. protect food from flies and dust.
   d. if it is not possible to build a latrine, then at least cover your stool with sand.

VISUAL AIDS:
- Young child (Sainabou) with diarrhea, relieving herself on the ground.
- Sainabou and another child (Abdou) playing on the ground; Abdou is touching Sainabou's dirty hands.
- Abdou putting his dirty hands in his food and eating it.
- Binta (a mother) leaving her family's meal uncovered.
- Ali of Binta's family with diarrhea.
- Covered food.
- Abdou and Sainabou washing hands.

PRESENTATION: Show poster of young Sainabou with diarrhea, relieving herself on the ground.

- Here's Sainabou. How is she? What is wrong with her?
- Sainabou is ill. She has had diarrhea for two days.

Mention that Sainabou's stool is drying in the sun.

- What happens to Sainabou's stool every time she has diarrhea in the bush? What does the sun do to it?
- Where do other people relieve themselves?
- What happens to their body wastes?
- It is clear that Sainabou has not been taught what good hygiene means because her mother does not make sure that she washes her hands after relieving herself. Therefore, Sainabou's hands are dirty.

Show poster of Sainabou and Abdou playing on the ground

- Here's Sainabou, who always has diarrhea, and Abdou, who is in good health. They are playing in the sand. They are having a lot of fun. Abdou often touches Sainabou's hands. Are her hands clean?

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-Since Abdou often touches Sainabou's hands, what is happening to his hands?

-And if Abdou goes home and eats with his hands without washing them, what will he be putting into his food?

-So, when he eats his food, diarrhea-causing germs will enter his body through his mouth. What will happen to him then?

-What should Sainabou have done to keep from giving Abdou those germs?

-What should Abdou have done to keep from contaminating his food?

Show poster of Binta leaving her family's food uncovered.

-Here's Binta. Is she covering the food her family is eating?

-What will get on this food when the food blows?

-What does windblown dust carry?

-So, what will happen to Binta's family when they eat this food?

Show poster of Binta's family with diarrhea.

-When Binta and her family eat this food, germs will go into their bodies through their mouths. They will probibly get diarrhea.

-What should she do to protect her family from diarrhea causing germs?

-So, what should we all do to make sure that we are in good health? What should we do to protect ourselves from diarrhea causing germs?

-If it is not possible to build a latrine everyone should at least cover their body wastes with sand.

QUESTIONS: 1. When someone has diarrhea, what do you often find in his stool?

2. If these germs go into a healthy person's body, what will happen to him?

3. How will diarrhea-causing germs get into his body?

4. What should we do to avoid diarrhea?

SUMMARY: Go over the main points in the objectives.

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LESSON 7^B: CONSEQUENCES OF THE IMPROPER DISPOSAL OF BODY WASTES

How to avoid dehydration when you have diarrhea.

GOAL: To make listeners aware of the steps that need to be taken to prevent dehydration.

OBJECTIVES:

1. When a child has diarrhea, he loses a large quantity of water in his stool.
2. This water should be quickly replaced, otherwise, his body will become dried up; that is, dehydrated.
3. If a child has serious dehydration, he should drink a lot of water because he needs to replace the water that has been lost.

VISUAL AIDS:

- Child with diarrhea.
- Dehydrated child.
- Fresh red pepper and a dried one or fresh tomato and a dried one
- ½ teaspoonful of salt, 6 cubes of sugar and a spoon of rice, a pot, water and salt.

PRESENTATION: Show poster of child with diarrhea.

- Here's Musa. What is he doing?
- He has had diarrhea for two days. What is his stool like when he has diarrhea?
- It has a lot of water because he loses a lot of water when he has diarrhea. What will Musa be like in a few days if this continues?

Show fresh red pepper and dried pepper (or tomato). Ask them to identify the peppers or tomatoes.

- When this pepper (or tomato) has dried in the sun, what has the sun taken out of it?
- What is the skin of a dried pepper like?
- The same thing applies to Musa's body. If he loses water in his stool when he has diarrhea, his skin can become wrinkled. His body will dry up. His tongue will be dry. His eyes will be dry. He will no longer feel like urinating because there will be almost no more water left in his body.
- Have you ever seen a child whose skin is wrinkled and who has had diarrhea for several days?
- If Musa loses a lot of water and it is not replaced quickly, Musa will die fast!
- What should Musa be given frequently to keep from having wrinkled skin?
- If Musa has serious diarrhea, he should drink a lot of water every day. He may also drink pap and boiled water. He should drink it in small doses.

Demonstrate how to cook a salt water solution and a rice water solution. If there is a child around with diarrhea give the solution to him. Also, tell his mother to seek medical attention.

QUESTIONS:

1. When a child has diarrhea, what does he lose in his stool?

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2. If he does not quickly replace the lost water, what may happen to him?

3. What should you do to replace lost water when you have diarrhea?

SUMMARY: Go over the main points in the ch[illegible].

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LESSON 7^C: CONSEQUENCES OF THE IMPROPER DISPOSAL OF BODY WASTES

Intestinal worms

GOAL: To make listeners aware that a child with intestinal worms is weak, malnourished and sickly and to tell them what to do in order to avoid worms.

OBJECTIVES:

1. Intestinal worms absorb part of a child's food. The child then becomes malnourished, weak and sickly.
2. Intestinal worms are transmitted through body wastes that are exposed.
3. Worms can enter a child through his rear end when he sits on the ground. They can also enter with soiled water and food, or in soiled hands placed in his mouth.
4. Another type of worm is carried by poorly cooked beef.
5. To protect a baby from intestinal worms, the following steps should be taken:
   a. Boil his drinking water at all times.
   b. Place him on a mat and not on the ground.
   c. Cover your food to protect it from flies.
   d. Cook your meat well.
   e. Build and use latrines.
6. If a child loses weight, loses his appetite or becomes pale his mother should bring him to a place where his stool can be examined.

VISUAL AIDS:
-Child with intestinal worms (large stomach, weak, skinny).
-Same child whose worms are visible in his stomach.
-Stool with worms in it.
-Baby sitting on the ground.
-Two pieces of meat one well cooked, the other pink on the inside.

LESSON PLAN:

Show poster of skinny child

- Here's Abdoulie. What does he look like?
- Yes. Abdoulie has worms in his stomach.
- Worms eat what a person eats; in fact they steal part of the food that we eat. As a result, Abdoulie is malnourished, weak and sickly.

Show poster of stool with worms in it.

- What is this? What do you see in it?
- The worms living in little Abdoulie's stomach come out in his stool. If he relieves himself just anywhere, then he contaminates the ground with worms. There are also invisible eggs in these worms. These eggs stay in the ground.

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Show poster of a child sitting on the ground, getting his hands dirty.

- Here's Musa. He is playing near Abdoulie's body wastes. What will happen to him?

- To protect him from worms in the contaminated ground, what should Musa's mother do?

Show poster of open jars, uncovered dishes and uncovered food. Have them identify each object.

- What will happen to these jars and dishes?

- Soiled water and food are two other means through which your child can have intestinal worms. What can we do to avoid them?

Show poster of two pieces of meat; one well cooked, the other pink on the inside.

- Here are two pieces of meat. Which piece would you prefer to eat?

Show poster of Abdoulie.

- If your child starts looking like Abdoulie in spite of all these precautions, if he loses weight, becomes pale or loses his apetite, what should you do?

- Yes, you should take him to the dispensary or health center. The nurse there can determine whether or not your child has worms. If he does, the nurse can then treat him.

QUESTIONS:

1. How is a child with intestinal worms? What does he look like?
2. How can you or your baby get worms?
3. How can we keep our babies from getting worms?

SUMMARY: Go over the main points in the objectives.

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LESSON 8A: CONJUNCTIVITIS :

Symptoms and treatment of conjunctivitis.

GOAL: To make listeners aware of the symptoms of conjunctivitis and how it can be treated.

OBJECTIVES: At the end of this lesson, listeners will be able to list the following:

1. The symptoms of conjunctivitis are: red eyes and swollen eyelids, slight itching and a discharge when waking up in the morning; eyelids are sometimes stuck together with pus.

2. To avoid serious complications, it is advisable to seek medical attention. Before going, you should wash your eyes with boiled, slightly salted water after allowing it to cool a bit. The warm salty water will help remove the pus so the medicine you are given can be more effective.

3. Until conjunctivitis is completely cured, you should wash your eyes three times a day with salt water.

VISUAL AIDS:
- Child with conjunctivitis (red, puffy eyes with a discharge).
- Mother washing her child's eyes.
- Mother bringing child to health center.
- A clean piece of cloth.
- Warm salt water.
- Water and soap.
- Bowl.

PRESENTATION:
- Has your child already had conjunctivitis?

- What do your eyes look like when you have conjunctivitis?

Show poster of child with conjunctivitis.

- Look at Abdulie. What is wrong with him?

- If your child has conjunctivitis like Abdulie, what should you do?

Show poster of woman washing her child's eyes and poster of woman bringing her child to a health centre as they answer the previous question.

- How should you wash his eyes?

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PRESENTATION (cont'd):

- You should wash his eyes with warm salt water because it removes pus and allows medicine to be more effective. You should also use a clean piece of cloth.

Prepare the salt water solution. Ask a woman to wash her child's eyes (if he has conjunctivitis). Even if he does not, ask her to do it to show that the solution does not harm him. Explain that since conjunctivitis is often contagious, she should always wash her hands and wash the cloth after washing her child's eyes.

- Is it enough to wash his eyes just once?

- You should wash his eyes at least three times a day and go to the health centre for treatment.

QUESTIONS:

1. What are the symptoms of conjunctivitis?

2. How can you treat it?

3. How should you wash your eyes? Why?

4. How many times a day should you do this?

SUMMARY: Go over the main points in the objectives.

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LESSON 8[B]: CONJUNCTIVITIS :

How conjunctivitis is spread and how it can be prevented.

GOAL: To make listeners know how conjunctivitis is spread and how to prevent it.

OBJECTIVES: At the end of this lesson, listeners should be able to list the following:

1. Conjunctivitis is an inflammation often due to irritation of one's eyes from dust and wind. It is therefore much more frequent during the dry season.

2. Conjunctivitis is often contagious. Tears, pus, all that runs out of an infected eye carry conjunctivitis germs.

3. These germs are spread to healthy persons by contact with hands, clothes and other things that have been contaminated. Flies also carry it.

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4. The steps to be taken are the following ones:

   a. During the dry season, cover your baby's head with a cap when you are carrying him on your back.

   b. You should wash your eyes and your child's eyes when you wake up.

   c. Proper body hygiene and compound sanitation must be observed so as not to attract flies.

   d. Avoid all contact with someone who has conjunctivitis.

VISUAL AIDS:
- A baby, Abdoulie, being carried on his mother's back; wind and sand are going into his eyes.
- A mother, Aminata, with conjunctivitis, she is touching her eyes.
- Aminata removing pus from the child's eyes.
- Hadi, with her healthy child (Bakadi) on her back, in the room of a girl who has conjunctivitis; there are a lot of flies around the sick girl, and a fly on Bakadi's eyes.

- Have you ever had sand in your eyes? Did it hurt? What does it make you do?

Show poster of baby on mother's back.

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PRESENTATION (cont'd):

- Here's Abdoulie. He is on his mother's back. Since it is the dry season, there is wind and dust in the air. What will happen to Abdoulie?

Show poster of mother with conjunctivitis.

- Here's Aminata. She has conjunctivitis. She is rubbing her eyes. They are red and irritated. What does she now have on her hands?

Show poster of mother wiping her child's eyes.

- Her child wakes up. He cries. There she is wiping his eyes with her contaminated fingers. What is she spreading onto her child's eyes?
- Her child will now have conjunctivitis.

Show poster of a mother and her child in the same room with a girl that has conjunctivitis.

- Here's Hadi and her child Bakadi. They have gone to their neighbour's house for a visit. Their neighbour's girl has conjunctivitis.
- Here's Isatou. What do you see buzzing around her head?
- Look at Bakadi. What is buzzing around her eyes?
- If flies land on Isatou's infected eyes, what will get on their legs?
- Then, if they land on Bakadi, what will happen to her?
- You see now that conjunctivitis starts with irritated eyes. For example, when the wind blows, sand gets into your eyes and irritates them. Contaminated hands also carry its germs as well as flies.
- What can we do to prevent conjunctivitis?

Show both posters of women carrying their children on their backs.

- We need to protect ourselves from flies.
- How?

Show poster of woman wiping her child's eyes.

What should Aminata do to protect her child if she herself has conjunctivitis?

QUESTIONS:

1. What causes conjunctivitis?
2. How is it spread?
3. What steps must be taken to prevent conjunctivitis?

SUMMARY: Go over the main points in the objectives.

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LESSON 9A: MALARIA :

Symptoms and treatment of malaria

GOAL: To make mothers aware of the symptoms of malaria, to identify mosquitoes as carriers and to explain what the treatment is.

OBJECTIVES:

1. The symptoms of malaria are a) a headache b) chills c) fever and heavy perspiration d) vomiting and general fatigue, aches and pains.

2. Malaria is carried by infected mosquitoes. When they bite us, malaria germs are injected into our blood.

3. To treat malaria, you should seek medical attention, rest and drink a lot of water.

VISUAL AIDS:
- Boy covered with a blanket, sweating heavily.
- Stagnant water and grass.
- Stagnant water, grass and several mosquitoes.
- Mosquito biting a boy.

PRESENTATION: Show poster of sick, covered boy.

- Here's Musa. He has malaria.
- How do you feel when you have malaria? What are its symptoms?
- During which season do people suffer a lot from malaria? Why?

Show poster of stagnant water and grass and mosquitoes.

- What insect do you find in these places?

Show poster of mosquito biting someone.

- What is this mosquito doing?
- What do you see when you kill a mosquito that is biting you?

Show poster of sick, covered boy.

- When a mosquito bites us, he sucks blood out. But he also injects malaria germs into our blood. These same germs give us malaria.
- How do you treat malaria?
- What should you do after you return home?
- When you are sick, you are very tired, aren't you?
- What should you do to regain your strength?
- Aren't you thirsty when you have a fever?
- When you're thirsty it means your body needs a lot of water. If you do not drink enough water, your body will become weak. So, what should you do when you have a fever?

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QUESTIONS: 1. What are the signs of malaria?

2. Where does malaria come from?

3. What should you do to treat malaria?

SUMMARY: Go over the main points in the objectives.

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LESSON 9B: MALARIA :

How malaria is spread and how to prevent it.

GOAL: To make women aware of how malaria is spread and how to prevent it.

OBJECTIVES:

1. Malaria germs are found in a sick person's blood.

2. Mosquitoes drink blood. If a healthy person is bitten by a mosquito who has just bitten a sick person, he will get malaria.

3. Mosquitoes breed in water and live in grass, stagnant water and dark corners.

4. To prevent this disease you should combat mosquitoes. Cover all water containers, bury those that you can no longer use, cut the grass around your house and sleep under a mosquito net.

VISUAL AIDS: Show poster of mosquito.

- What carries malaria from one person to the next?
- How does it feed itself?
- Mosquitoes need blood in order to live. Where do they find it?
- Where do you find malaria germs when you have malaria?
- If a mosquito bites someone with malaria what does the mosquito pick up?
- If the same mosquito bites us after biting a person with malaria, what will he inject into our bodies?
- What may happen to us then?
- What should we do to avoid malaria, since mosquitoes carry it?
- During what season do we find a lot of mosquitoes?
- Do mosquitoes like water?
- Where are they born?
- The little worms that you see in the water during the rainy season are baby mosquitoes. They are born in the water. So what should we do to all of our water containers, drums, calabashes and pots, etc. to keep mosquitoes from breeding there?

Show poster of a covered jar and drum.

- There are also old cans and calabashes that can hold water during the rainy season. What should you do with them?

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PRESENTATION (cont'd):

Show poster of man burying old cans.

- When mosquitoes are fully grown, where do they hide during the day?
- What should we do with grass to keep mosquitoes away from us?

Show poster of man cutting and pulling grass out near his house.

- At what time of the day do mosquitoes bother us the most?
- What can you buy in the market to protect you from mosquitoes at night?

Show poster of woman sleeping under a mosquito net.

QUESTIONS:

1. Where can malaria germs be found?

2. What carries malaria?

3. How do mosquitoes pass malaria on?

4. What steps can you take to combat mosquitoes?

SUMMARY: Go over the main points in the objectives.

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LESSON 10[A]: COLDS :

Symptoms and treatment of colds.

GOAL: To make women aware that colds can become worse if they are not taken care of.

OBJECTIVES:

1. When children have colds, they will last a long time or they will become more ill if they are not taken care of.

2. When a child has a cold, he should be kept warm and made to rest. He needs food and a lot of liquids, especially fruit juices.

3. If his condition worsens (he coughs a lot, has a fever, has problems breathing or vomits) he should be brought to a dispensary.

VISUAL AIDS:

- Child with a runny nose
- Mother and child warmly dressed for the cold season
- Mother washing her child
- Well covered child sleeping
- Mother giving food and drink to her child
- Mother taking her child to the dispensary
- Very sick child

PRESENTATION: Show poster of child with a runny nose. Ask mothers what he has. Explain that a cold can last long and weaken a child. He may become more ill if he is not cared for.

Show poster of warmly dressed mother and child.

- What clothes do you wear when it is cold?
- Explain that the same applies to a child, especially if he has a cold.

Show poster of woman washing her child.

- If your child has a cold where and when should you wash him so as not to worsen his condition?

Discuss how this child should be protected from the cold weather. He should be given a bath in the middle of the day when it is warm enough; heat the water, if possible, then dry him and put his clothes back on quickly.

Show poster of well covered child sleeping.

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PRESENTATION (cont'd):

- You feel tired when you are sick. Do you feel like sleeping a lot?
- When you are sick you need a lot of rest. It helps us get better.
- A child with a cold should have enough rest.
- How should you protect your child when he is sleeping?

Show poster of woman who is giving food and drink to her sick child. Ask what she is doing.

- When a child is sick he needs strength to fight his illness. Otherwise, he will be weak. He needs to eat and drink in order to get well. Fruit juices are very good for other children with colds, especially lime juice.

Show poster of woman and child at the dispensary. Ask what is happening in the poster. Encourage them to seek medical attention for their children even when they have a simple cold.

Show poster of very sick child.

- Why is this child so sick? What didn't his mother do?
- If a child's cold gets bad and he starts to have a fever and coughs (and has trouble breathing, sometimes vomiting) then you should immediately seek medical attention.

QUESTIONS:

1. What will happen if proper care is not given to a child with a cold?

2. How should you care for him?

3. What are the signs of a very bad cold?

4. What should you do in these cases?

SUMMARY: Go over the main points in the objectives.

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LESSON 10^B: COLDS:

How colds are spread and how to prevent them

GOAL: To make listeners aware of how colds are spread and what they can do to prevent them.

OBJECTIVES:

1. You can catch a cold by being in contact with another person who has one or by catching a chill.

2. To avoid colds you should:

   a) Be well covered when you sleep if the weather is cold.
   b) Dress warmly during the cold season
   c) Avoid catching a chill when you bathe.
   d) Eat fruits
   e) Avoid draughts.

3. When you have a cold, there are steps that you can take to avoid spreading it:

   a) Since cold germs are found in the mucus in your nose, wash your hands after blowing your nose.
   b) Cover your mouth when you cough.

VISUAL AIDS:
- Maimuna, with a cold.
- Well covered child sleeping.
- Child with clothes on.
- Mother drying child after his bath.

PRESENTATION: Show poster of child with a cold.

- Here's Maimuna. She has a cold. What is she doing?
- How did she catch a cold?
- You can catch a cold if you get a chill. How can you get a chill?
- How can you avoid colds and chills?

Show poster of sleeping child, child with clothes on, child being dried and add these comments to their answers:

- Germs can be found in your nasal discharges. They are also spread when you cough.
- Maimuna has a cold. She has brothers and sisters. What can her mother do to protect her brothers and sisters from Maimuna's cold?
- What should she do after removing nasal discharges from Maimuna's nose?

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PRESENTATION (cont'd)

- So, what should her mother do in this case to avoid spreading Maimuna's cold?

Since germs are thrown out into the air when you cough, what should both children and adults do when they cough?

QUESTIONS:

1. How can you catch a cold?

2. How can you avoid chills that may cause colds?

3. Where are cold germs found?

4. What can you do to keep people from spreading cold germs?

SUMMARY: Go over the main points in the objectives.

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LESSON 11: CUTS AND SORES :

How to administer first aid and how to avoid cuts and sores

GOAL: To make listeners aware of how important it is to care for a cut immediately and continually until it is completely better and to tell them how cuts can be prevented.

OBJECTIVES:

1. Germs can enter your body through a cut.

2. Cuts should be cared for immediately; otherwise, there will be an infection.

3. You should wash a cut with boiled water and soap and cover it with a clean cloth.

4. To prevent cuts and sores you should:

   a) Keep sharp and dangerous objects out of the reach of children.
   b) Try not to scratch insect bites.
   c) Wear shoes or sandals if possible.
   d) Keep your children from running with or playing with dangerous objects.

VISUAL AIDS:
- A basin with boiled water
- Soap
- A piece of clean cloth

PRESENTATION: If there is a child around with a cut or a sore, have him come. Have the mother describe the wound and tell them why it is dangerous to leave it exposed.

- Look at your skin and your child's skin. What happens when you step in a sharp object?
- What can come into your body through a cut?
- How? Tell me of other ways that you can cut yourself, and let dirt in.
- What do dirt and dust carry?
- Since germs can cause infections what should we do right away when we have a cut?

Explain that an infected cut does not get better quickly; it becomes very painful and may get worse. Ask if they have ever seen a cut like that. Ask them to describe an infected cut.

- What should we do to keep a cut from becoming infected?

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PRESENTATION (cont'd)

- How should we care for a cut?
- If a mother already has a pretty good way of caring for cuts, encourage her by emphasizing the following points:

1. Wash your hands with soap
2. Clean the cut with boiled water using a clean piece of cloth; then clean the area around the cut. Do not do the opposite. Use a clean piece of cloth each time
3. Rinse the cut with boiled water
4. Cover the cut with a clean, dry piece of cloth
5. Bring the child to the dispensary if the cut is deep
6. Clean and replace the bandage every day until the wound is healed
7. When the wound begins to heal, take off the cloth at night to speed the healing process.

If a child nearby has a cut, have his mother demonstrate the proper way to care for the wound. If it is deep, advise her to take the child to the dispensary.

- How can we avoid wounds? (Elicit answers as in point 4 of the objectives)

QUESTIONS:

1. What should we do when we have a cut or a sore?
2. What are the steps needed to care for a cut?
3. How can we avoid wounds?

SUMMARY: Go over the main points in the objectives.

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LESSON 12: IMMUNIZATIONS :

The importance of immunization.

GOAL: To make mothers aware that they can protect their children from many diseases by having their immunizations

OBJECTIVES:

1. Parents (or the mother) are responsible for protecting their children from disease.

2. One of the simplest and most effective means of protecting people is by vaccination.

3. An immunization is a shot that protects us from a specific disease. There are different vaccination for every disease.

4. Every time immunizations are made available parents should bring their children with their health record because some immunizations are only good for a few years.

VISUAL AIDS:

- Child with whooping cough
- Child with measles
- Child with smallpox
- Village Chief
- A child, Abdoulie, with his mother. They are being vaccinated by a foot jet.
- Woman, Mariama, showing her health record to the nurse
- Child with tetanus

PRESENTATION:

- During the cold season, how do you protect your child?
- Why?
- During the dry season, how do you protect your baby from the dust?
- Why?
- Have you ever bought ju-jus?
- Why?
- So it is your responsibility to protect your child.

Show posters of children with various diseases. Identify each one.

- Does any mother want her child to have these diseases?
- What should you do to protect your child from these diseases?
- One of the simplest and most effective ways of protecting your children from these diseases is immunization. An immunization is a shot that protects us from a specific disease. There is a shot for Diptheria, Tetanus, Whooping cough, one for Measles and one for Tuberculosis.

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PRESENTATION (cont'd)

Show poster of village chief

- Here's Alkalo Cham. What is he doing?

- He is telling children to go and get their immunizations at the dispensary. Who should bring the children there?
- Who is responsible for protecting children from diseases?

Show poster of child and his mother being vaccinated.

- Here's Mariama, with Abdoulie, her child. She brought him to be vaccinated. She does it every time the Village Chief announces it. Why does she go every time it is announced?
- She goes because each vaccination is only good for a period of time. How often should you go to receive immunizations?

Show poster of Mariama showing her health record to the nurse.

- Here's Mariama again. She has Abdou's record. The nurse writes down the date and the type of vaccine. The vaccine lasts for a specific amount of time. When the nurse looks at the record, she will know if the child is still protected.

QUESTIONS:

1. Who is responsible for a child's protection?

2. How can a child be protected from smallpox, measles, tuberculosis and cholera?

3. How often should you go to get immunizations? Why?

4. What should you do with your record (or card)?

SUMMARY: Go over the main points in the objectives.

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IV APPENDICES

APPENDIX A

SAMPLE RECIPES FOR WEANING FOODS

Cous Cous (Millet) and Egg

Cous (200 grams)

Egg

Milk (if available) or water

1. Prepare cous pap in usual way
2. Add egg and milk before serving

Rice and Groundnuts

1. Roast shelled peanuts and remove skins
2. Pound to a fine paste
3. Cook rice in usual way
4. Add peanut paste and beat until creamy

Banana-Peanut Paste

1 cup cous

1 banana

1 handful groundnuts

1. Roast nuts and remove skins
2. Put nuts and banana together
3. Add to cous - or serve alone

Yam Yum Yane

1 sweet potato

1 handful lightly roasted groundnuts

Palmoil (15 grams)

Salt

1. Steam or Roast Yam
2. Remove skins from nuts
3. Pound yam until fine
4. Add salt and warmed palmoil

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Millet Soup

Millet flour (75 grams)

Powdered white fish (1 small fish)

Salt (pinch)

Tomato

Water

1. Boil water
2. Add salt and tomato
3. Add the powdered fish and simmer for some time
4. Simmer for another 30 minutes

Rice and Spinach

Rice (135 grams)

Water (0.5 to 1.0 litres)

Spinach or equivalent dark green leafy vegetable (50 grams)

1. Add rice to boiling salted water
2. Add chopped spinach 5 minutes before rice is done
3. Continue cooking until rice is done

Corn Porridge

Corn (maize) flour (75 grams)
Dried skim milk (20 grams)
Sugar (20 grams)
Water (0.5 litres)

1. Combine corn flour and dried skim milk in a saucepan
2. Mix with some of the water to a smooth paste
3. Add the remaining water and bring to a boil
4. Cook gently for 45 minutes with constant stirring
5. Add sugar for flavour and salt if desired

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APPENDIX B

NUTRITION LEXICON : WOLLOF AND MANDINKA

Nutrients	English	Wollof	Mandinka
Vitamin A	Lettuce	Salad	Salato
Vitamin C	Tomatoes	Tamateh	Mentengo
	Spring onion	Sobleh (liyong nyihop)	Jabo
	Salad oil	Diwlin	Tulo
	Brown Vinegar	Binegar	Binogaro
Vitamin A	Egg plant, Garden Egg	Batanzi	Batanseo
Iron	Okra	Kanja	Kanjo
Phosphate,C Calcium	Pumpkin, Squash	Benga	Nyejengo
Vitamin C	Chilli peppers large hot	Carni bu didja	Kaniba
Vitamin C	Chilli peppers small, very hot	Canibu seu	Kanimeseng
Vitamin C	Sweet peppers	Carni bu am sucre	Leng kani kumabalo
Iron	Spinach, Greens	Greens	Jambo
Iron,C	Spinach	Bissarp	Kucha
Iron,A	Bitter tomatoes	Jahartu	Jaato
A,B1,B2 Calcium	Cassava leaves	Nyambi	Nyambo
Vitamin,C	Potatoes	Pumpitar	Pumpitero
	Onions	Linyong	Jabo
Vitamin,A	Cabbage	Supameh	Supameh
Vitamin,A	Carrot	Carrot	Carroto
	Green beans	Nyebeh toubab	Tubab sosoo
	Black eye beans	Nyebeh	Sosoo
C,A, B2	Sweet potato leaves	Patate	Patato
	Rice	Marlo	Mano
Vitamin C	Parsley	Roff	
	Egg	Nen	Sico Kilo
Iron,Phosphate	Cashew nuts	Cashew	Cashewo
Protein B	Groundnuts	Gerrteh	Tiyo

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	Ground black pepper	Paubar	Paubaro
	Whole black pepper		
	Bay leaves	Loriyah	Loria
	Garlic	Larch	Larjo
	Salt	Horrumbu mocca	Ko munko
	Rock Salt	Horrum	Ko bero
	Tomato Paste	Potti tomateh	Menteng poto
Calcium,A	Palm Oil	Dutiir	Tentulo, tuluseh
	bar soap for laundry	Sarbu Forte	Safuno
	Omo	Omo	Omo
Protein & Iron	Beef without bone	Beefstek	Beeftako
"	Beef with bone	Yappa ak yah	Subo ning kulo
"	Mutton	Yappi harr	Saji subo
"	Lady fish	Tornun	Tornuno
"	Barracuta	Sedda	Wangkango
	Smoked Tuna	Kong	Kunkeleng
Vitamin C	Oranges	Sorrence	Sorranso
"	Limes	Lemong	Lemuna messengo
"	Dittah looks like a brown stone, green flesh		Talo
Calcium	Buii, fruit of baobab, large green furry hard shell, flesh		
Iron	White		Sito
Vitamin C	Mandarin, Tangerine	Mandarin	Mandarino
"	Grapefruit	Lemon Gawer	Grapefruito
	Banana	Banana	Banano
"	Pawpaw, Papaya	Papakayor	Pakayo
"	Melon	Milong	Saro
	Apples	Pom	Pomo
Vitamin C,A.	Mangoe	Mangorro	Duto
C,B1	Soursop	Sissop	Sunkungo
C	Pineapple	Annanas	Sanans
Iron,B2C	Avacado Peor	Pier	Pier
Phosphate,Iron	Coconut	Coco	Coco
	Bread	Mburu	Mboru

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APPENDIX C:

COMPLEMENTARY PROTEINS

This is of interest to those who have difficulty, for economic or supply reasons, obtaining foods of animal origin, meats, dairy products, eggs and fish. The key here is to not only get an adequate QUANTITY of protein, but to get a good enough QUALITY of protein. This refers again to the indispensable amino acids which occur in different proportions in different foods. And since during digestion all protein entering the body comes as individual amino acids, the goal is to take in (eat) an adequate amount of these individual indispensable amino acids together or within a 3-4 hour time span. This can easily be accomplished by eating foods together that complement each other or, in other words, each food makes up for a deficiency (or low proportion) of an indispensable amino acid in another food eaten during the same time span. A good example is one seen often in The Gambia. Rural people often subsist on a diet combining millet (cous) with a peanut sauce. Millet has a low proportion of the amino acid Lysine while peanuts have a much higher proportion of Lysine. However, peanuts are low in Methionine while millet is higher, so combining protein from each of these food sources will be better.

Of the 8 indispensable amino acids, only four are likely to cause nutrition problems, and of these only two are of importance to those interested in improving their diet. These are the two mentioned, Lysine and Methionine. The following is a table listing foods having either of these as their limiting amino acid. After the table a suggested general eating ratio is given for these foods.

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COMMON WEST AFRICAN FOODS AND THEIR FIRST LIMITING AMINO ACIDS

Lysine		Methionine	
Millet	A	Beans (Legumes)	D
Wheat	A	Peanuts	D
Corn	A	Edible Leaves	E
Sorghum	A,,	Peas	E
Rice	A	(banana	
Sesame	B	(manioc	
Nuts	B	(yams	

EATING RATIO

3 parts A : 1 part D
1 part A : 1 part E
1 part B : 1 part D
1 part B : 2 parts E

The eating ratio only indicates the best proportion on a calculated theoretical basis, so this serves as a good indication of the best mixing proportions. But any mixing of the left column foods with the right column foods is helpful, or two left and one right or vice versa - any of these combinations will help protein utilization.

Also any of the following eggs, chicken, beef, fish, milk added to foods of either column or to any combinations of foods will help protein utilization greatly as these foods are high in both amount and proportion of Lysine and Methionine.

The three staples at the bottom of the Methionine column (banana, manioc and yams) are listed together and apart as their protein quantity is only around 1 percent and thus is markedly different from any of the other foods. It would be very unlikely for an adult and impossible for children to get adequate protein in a diet exclusively with these three. But they are in many places eaten in large quantities and thus it does seem useful to be aware of their limiting amino acids.

Adapted from: "Nutrition Handbook",
Peace Corps/Ivory Coast

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